

AGENDA of the REGULAR MEETING
of the Board of Education
School District No. 6 (Rocky Mountain)

School District No. 6 (Rocky Mountain) resides in the traditional unceded shared territory of the
Ktunaxa and Secwépemc peoples and the chosen home of the Métis.

Location: Virtual Meeting
Date: 2022-02-08
Time: 7:00 p.m.
To: Trustees, Senior Leadership Team

1. CALL TO ORDER

2. ACKNOWLEDGEMENT OF TERRITORY

3. ADDITIONS AND APPROVAL OF AGENDA

4. APPROVAL OF THE MINUTES OF PRIOR MEETINGS

- 4.1 Regular Board Meeting of January 11, 2022
- 4.2 Synopsis of In-Camera Meeting of January 11, 2022 (Alan Rice)

5. PRESENTATIONS

6. MATTERS ARISING FROM THE MINUTES

7. STRATEGIC AND POLICY ISSUES

- 7.1 Policy Development
 - 7.1.1 Third Reading (Karen Shipka)
 - 7.1.1.1 Policies from sections 6000, and 8000 in policy manual
 - 7.1.2 Second Reading (Karen Shipka)
 - 7.1.2.1 Policies from sections 8000, 9000, and 10000 in policy manual
 - 7.1.3 First Reading (Karen Shipka)
 - 7.1.3.1 Policy 1400
 - 7.1.3.2 Policies from section 3000 in policy manual
 - 7.1.3.3 Policy 6000

8. OPERATIONAL ISSUES

- 8.1 2021-22 Amended Annual Budget (Alan Rice)*
- 8.2 Risk Assessment Protocol – Field Trips (Karen Shipka)*

9. REPORTS

- 9.1 Budget Utilization Summary to January 31, 2021 (Alan Rice) *
- 9.2 District vice principals update (Steve Wyer)*
- 9.3 Indigenous Education Council update (Steve Wyer)*
- 9.4 CUPE and Childcare (Viveka Johnson)*
- 9.5 BC School Trustees Association (Jane Fearing)
- 9.6 BC School Trustees Association, Kootenay Boundary Branch (Rhonda Smith)
- 9.7 BC Public Schools Employers Association (Sandra Smaill)

10. INFORMATION ITEMS

- 10.1 February and March 2022 Calendar
- 10.2 Correspondence to the Ministry of Education regarding Lady Grey Elementary School flooding

11. FORTHCOMING EVENTS

- 2022.02.10 BCSTA Indigenous Education Committee Meeting, Virtual
- 2022.02.12 BCSTA Provincial Council Meeting, Virtual
- 2022.02.22 Policy Committee Meeting, Video Conference, 4:30 p.m.
- 2202.03.01 Labour Relations Committee Meeting, Video Conference, 12:30 p.m.
- 2202.03.08 Board of Education Meeting, Video Conference from Zone Offices
 - In-Camera 6:00, p.m.
 - Regular Meeting, 7:00 p.m.

12. QUESTIONS FROM THE PUBLIC

13. ADJOURNMENT

* attachment



POLICY 6100
USE OF FACILITIES BY LICENSED
CHILDCARE PROVIDERS

POLICY:

The Board of Education (“Board”) promotes the use of District property by licensed child care providers between the hours of 7:00 a.m. and 6:00 p.m. on business days. Use shall be subject to the conditions outlined in the associated district practice.

DISTRICT PRACTICE 6100 USE OF FACILITIES BY LICENSED CHILD CARE PROVIDERS

ADOPTED: October 2013

Amended:



DISTRICT PRACTICE 6100
USE OF FACILITIES BY LICENSED
CHILD CARE PROVIDERS

DISTRICT PRACTICE:

1. Licensed child care providers, as defined in [Section 85.1 \(1\) of the School Act](#), wishing to establish programs in District facilities are required to make such a request in writing to the Board of Education.
2. Requests will be considered based on the availability of surplus space that is suitable for the intended purpose.
3. Subject to the requirements of Section 85.1 of the *School Act* and this district practices the District will enter into a license of occupation agreement with the licensed child care provider.



POLICY 6200

ENERGY USE AND CONSERVATION

POLICY:

The Board of Education (“Board”) recognizes the importance of reducing energy consumption and reducing our carbon footprint in maintaining a healthy environment and reducing energy related costs. The Board will provide guidance and support to ensure that every reasonable effort is made to reduce the District’s energy consumption and carbon footprint as much as practically possible.

DISTRICT PRACTICE 6200 ENERGY USE AND CONSERVATION

ADOPTED: April 2010

Amended: November 2015, March 2020



DISTRICT PRACTICE 6200
ENERGY USE AND CONSERVATION

DISTRICT PRACTICE:

1. The fulfillment of this district practice is the joint responsibility of the Board of Education, District administration staff, administrators, teachers, support staff, and students.

2. The senior leadership team shall develop an energy management plan that includes, but is not limited to, the following components:
 - (a) The Director of Operations monitors energy consumption and the carbon reduction program at the District level.

 - (b) Integration of energy conservation and carbon reduction considerations into the District's business decisions related to building systems (lighting, heating, ventilation, air conditioning), IT systems, major renovations and new construction.

 - (c) Purchasing practices that encourage suppliers to meet or exceed the District's environmental management standards.

 - (d) Reporting on progress of the energy plan on an annual basis to the Board of Education and principals and vice principals.



POLICY 6400

ANNUAL FACILITIES GRANT

POLICY:

The annual facility grant is intended for projects required to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets.

The amount of a Board of Education's ("Board") annual facility grant will be calculated by the Ministry of Education using a formula based on student enrolment and average age of facilities, with an adjustment made for unique geographic factors.

A Board may expend its annual facility grant for the purpose of:

- (a) upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- (b) enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions;
- (c) significantly lowering the associated operating costs of an existing capital asset; or
- (d) extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

A board of education is responsible for managing its annual facility grant funds to enable any emergent health and safety expenditures to be addressed within a fiscal year.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Section 1 (1) of the School Act (PDF), Section 115.1 of the School Act (PDF), Section 141 (1) of the School Act (PDF)

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 6400

ANNUAL FACILITIES GRANT

DISTRICT PRACTICE:

The annual facility grant (AFG) is a grant paid to Board of Education (“Board”). The grant should be placed in the annual facility grant special purpose fund.

To comply with Treasury Board direction, each school district The District must annually provide the Ministry of Education with an AFG project and spending plan prior to the allocation of AFG funding. The District’s plan must include a list of AFG projects and expenditures expected to be undertaken during the fiscal year (April 1st to March 31st).

There are nine main categories of eligible annual facilities grant expenditures:

- (a) **Accessibility upgrades** – improvements related to access for persons with mobility issues or physical disabilities);
- (b) **Asbestos Abatement** – mitigation and/or remediation of asbestos affected areas;
- (c) **Electrical upgrades** – improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks;
- (d) **Exterior Wall System upgrades** – improvements to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation;
- (e) **HVAC upgrades** – improvements, replacements or provision of heating, ventilation, and air conditioning systems;
- (f) **Interior Construction upgrades** – improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming;
- (g) **Plumbing upgrades** – improvements, replacements or provision of washroom and plumbing systems, and safe drinking water;
- (h) **Roofing upgrades** – scheduled roof replacements and major roof repairs;
- (i) **Site upgrades** – site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety.

Expenditures for annual facility projects may include any associated consultant fees.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Section 1 (1) of the School Act (PDF), Section 115.1 of the School Act (PDF), Section 141 (1) of the School Act (PDF)

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 6400

ANNUAL FACILITIES GRANT

The District will be granted a single certificate of approval (COA) for the capital allocation needed to complete the planned AFG projects. In accordance with Provincial Treasury policy, financial draws against the COA cannot occur until capital project expenditures have been made.

At the end of each school year, the Board must report on actual AFG expenditures as part of their audited financial statements. The Ministry may request further details with respect to annual facility projects and annual facility expenditures for a given school year.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Section 1 (1) of the School Act (PDF), Section 115.1 of the School Act (PDF), Section 141 (1) of the School Act (PDF)

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 8000

SELECTION OF LIBRARY RESOURCES

DISTRICT PRACTICE:

1. It is the practice in School District No. 6 (Rocky Mountain)(“District”) to provide a range of library resources to support individual student learning needs and to foster in them an interest and a love of reading. Materials will have a diversity of appeal, have varying levels of complexity, and present differing points of view.
2. Professional staff shall make selections based on their own knowledge and experience with literature as well as a critical review of materials. In addition, staff will utilize a professional library database to determine the appropriateness of content.
3. Selected materials having a mature rating (i.e. age 16+) shall be available in libraries upon request. Students who are under the recommended age for a book shall be advised of the rating and alternate materials shall be suggested. Any student in this situation still wishing to sign out a book with a mature rating shall be provided with a parental permission form (see form 8000.1).
4. A parent/guardian wishing to request the reconsideration of a library resource may meet with staff responsible for the library and voice the concern. If the matter is not resolved informally, then the reconsideration of a library resource form (see form 8000.2) may be completed and submitted to the principal. The principal will attempt to resolve the matter with the parent and the staff member responsible. If the matter remains unresolved, the formal reconsideration process outlined in policy and district practice 8100 shall be followed.

FORM 8000.1 LIBRARY RESOURCES
FORM 8000.2 LIBRARY RESOURCES

ADOPTED:
Amended:



POLICY 8200 HOMESCHOOLING

DEFINITIONS:

Home School Program: a home school program is a learning program that is designed by parents/guardians and delivered in the home. This policy reflects the home schooling program.

Learn at Home Program: the Learn at Home program is offered to students in K-9 and is part of the Rocky Mountain Distributed Learning (RMDL) School. This learning program is an online program and is delivered primarily in the home however, the learning program is designed and assessed by a teacher. It is a partnership between the school district and the family.

Distributed Learning: is a program an online program for students in grades 10-12. This program is offered through the RMDL School. Students have access to a teacher face to face or online. The program is designed and assessed by a teacher.

POLICY:

Homeschooling is a classroom alternative offered outside the British Columbia (B.C.) education system. Typically, a family member delivers the entire education program to children at home.

Section 12-14 of the *School Act* outlines that by law, all children in B.C. must be educated, making it necessary for homeschooled children to be registered in a B.C. school.

Parent/guardian(s) who choose to homeschool must register their child by September 30 of each year.

Students and families who opt for home education but desire to be included in some educational programs offered by public schools will be accommodated in accordance with Board of Education (Board) district practices.



DISTRICT PRACTICE 8250

INDEPENDENT DIRECTED STUDIES (IDS)

DISTRICT PRACTICE

Independent Directed Studies is defined as an area of study in an educational program undertaken by a student under the general supervision of a teacher. Independent Directed Studies provide students who have an interest or passion in a particular subject with the unique opportunity to pursue this subject in greater depth and receive Grade 10, 11 or 12 course credits. The learning standards must be rigorous and developed through a consultative process involving the student and teacher with standards designed to maintain a high level of quality in the work undertaken.

Independent Directed Studies credits shall be awarded to students who have successfully completed independent work based on a subset of learning standards of courses leading to Graduation at the Grade 10, 11, or 12 level. These courses can be either Ministry Developed courses or Board/Authority Authorized (BAA) courses.

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE

Amended:



DISTRICT PRACTICE 8200 HOMESCHOOLING

DISTRICT PRACTICE:

1. District practices are in alignment with the [procedures and guidelines](#) set by the Ministry of Education.
2. Parents who decide to educate their children at home but desire to be included in some educational programs offered by the Board of Education (“Board”) shall, by September 30 each year, register the child at an appropriate school within the District.
3. Students who are being educated at home will be loaned educational resource material at the request of the parents. These materials are defined on the list of authorized and recommended textbooks from the Minister of Education’s office.
4. Similarly students, at their parents’ request, shall have available to them evaluation and assessment services sufficient to enable the parents of the child to determine the educational progress achieved by the child in relation to students of similar age and ability.
5. Students receiving their education at home may apply to the school at which they are registered to attend an educational activity offered by the school.
6. The Board delegates its authority to the principal of the school to determine whether a home school student may attend an educational program. The principal should consider the following issues when making this decision:
 - (a) the impact on the class/students;
 - (b) the dependence of the desired program on previous learnings or experiences;
 - (c) the impact of the desired program on the home school student’s individual potential or his/her knowledge, skills and attitudes;
 - (d) the safety and training requirements to participate in the activity;
 - (e) the impact on the teacher.
7. A home school student shall not be eligible to participate in more than one-quarter of the total educational program of the school without paying a fee in proportion to the activity or extent of the desired program, which would be determined by the Board.
8. Subject to section 82 of the *School Act* a home school student may be assessed a fee for participation in any educational [program](#) of the school if other students are being assessed a fee.
9. Support services such as learning assistance would normally be available to a registered home school student only in proportion to the extent that the student participated in an educational

POLICY.8200 HOME SCHOOLING

REFERENCES: [The School Act, Part 2, Sections 12 - 14 School Regulation 3](#)

ADOPTED: April 1999

Amended:



**DISTRICT PRACTICE 8200
HOMESCHOOLING**

program of the school. That is, other than for assessment or evaluation services, if a student did not participate in educational programs of the school they would not be entitled to receive support services.



POLICY 8300
ADULT GRADUATION

POLICY:

The Board of Education (“Board”) supports adult students (18 years of age and older) to complete high school and obtain the British Columbia Adult Graduation Diploma (BCAGD), also known as the Adult Dogwood.

DISTRICT PRACTICE 8300 Adult Graduation

REFERENCES: REFERENCES: [Ministerial Order 302/04](#), the [Graduation Program](#), [British Columbia Adult Graduation Requirements](#)

ADOPTED:

AMENDED:



DISTRICT PRACTICE 8300 ADULT GRADUATION

DISTRICT PRACTICE:

1. To graduate with an Adult Dogwood, students must have:
 - A required Language Arts 12 course
 - A Math 11 or 12 course
 - At least three additional Grade 12 electives, **or** a Grade 11 Socials Studies course and two additional Grade 12 electives
2. Courses and credits can be counted from either or both the public secondary and post-secondary systems.
3. Of the five courses required for the Adult Dogwood, at least three must be completed **after** the adult student has entered the Adult Graduation Program, either through enrolment (instruction) or prior learning assessment. This means that students can receive credit toward the Adult Dogwood for no more than two qualifying courses completed while in the B.C. (school-aged) Graduation Program.
4. Adult students are not required to complete the Graduation Numeracy or Literacy Assessments to graduate with the Adult Dogwood. Adult students should, however, be aware that some post-secondary institutions may require that students write assessments/examinations for admission purposes.
5. Adult students may get credit for current or past work skills or post-secondary training courses by undertaking a Prior Learning Assessment (PLA). Public post-secondary institutions and continuing education centres can help with this step by reviewing past work history to determine if it qualifies for course credit. This will ensure adult students start at a course level that is comfortable for them and/or help them gain the skills needed to successfully complete graduation requirements.
6. Students can also use adult education courses (offered at many colleges and universities), post-secondary courses and ministry authorized courses taken a long time ago.
7. Students cannot receive an Adult Dogwood using only courses completed prior to enrolling in the Adult Graduation Program.
8. The student is responsible to provide all transfer credit information and relevant transcripts from British Columbia high schools and post-secondary institutions in order to verify courses taken and grades received prior to School District No. 6 (Rocky Mountain) issuing the graduation certificate.

DISTRICT POLICY 8300, Adult Graduation

REFERENCES: [Ministerial Order 302/04](#), the [Graduation Program](#), [British Columbia Adult Graduation Requirements](#)

ADOPTED:

AMENDED:



**DISTRICT PRACTICE 8300
ADULT GRADUATION**

REQUIREMENTS FOR THE BRITISH COLUMBIA ADULT GRADUATION DIPLOMA (ADULT DOGWOOD)

B.C. Post-Secondary System Qualifying Courses	B.C. Secondary School System Qualifying Courses
A Provincial Level (Grade 12) English or higher OR	A required Language Arts 12 course (English Studies 12, English First Peoples 12, or Francophone equivalent) (4 credits)
An Advanced (Grade 11) or Provincial Level or higher Mathematics* OR	A Mathematics 11 or 12 (4 credits)
Three additional courses at the Provincial Level or higher or Advanced Social Sciences and two Provincial Level courses or higher OR	Three Grade 12 Ministry-Authorized courses (4 credits each) or a Grade 11 Social Studies course (4 credits) and two Grade 12 Ministry-Authorized courses (4 credits each) (12 credits total)
Total: 5 courses	Total: 20 credits

*A student is also able to take and obtain credit towards the Adult Dogwood for both Advanced level and Provincial level (or higher) Mathematics. In the latter case, Mathematics would be one of the electives

DISTRICT POLICY 8300, Adult Graduation

REFERENCES: [Ministerial Order 302/04](#), the [Graduation Program](#), [British Columbia Adult Graduation Requirements](#)

ADOPTED:

AMENDED:



POLICY 8350

BRITISH COLUMBIA SCHOOL COMPLETION CERTIFICATE (EVERGREEN SCHOOL COMPLETION CERTIFICATE)

POLICY:

The Board of Education (“Board”) will award [Evergreen School Completion Certificates \(ESCC\)](#) based upon Ministerial Orders [M302/04 \(PDF\)](#) and regulations under the [School Act, section 168 \(2\) \(b\)](#). Evergreen School Completion Certificates are intended to recognize the accomplishments of students with special needs, who have succeeded in meeting the goals of their educational program and who are not eligible for a Dogwood Graduation Certificate.

The Board is committed to ensure that processes are in place which:

- (a) Accurately identify students who require modifications to their educational program and involve the school based team and outside agencies when applicable;
- (b) Apply appropriate interventions to meet the educational needs of every student;
- (c) Communicate accurately and regularly with parents and/or guardians regarding the educational program and progress of every student.

The Board is committed to provide educational programs and services to students which:

- (a) Are characterized by inclusionary practices that promote participation and interaction for all students;
- (b) Allow those students to experience success and challenges them to strive toward their maximum potential;
- (c) Are organized to provide equitable access to all areas of the curriculum that are available to students in B.C.

**DISTRICT PRACTICE 8350 EVERGREEN SCHOOL COMPLETION CERTIFICATE
FORM 8350 EVERGREEN SCHOOL COMPLETION CERTIFICATE**

REFERENCES: [School Act, section 168, 2\(b\)](#), Ministerial Order [M302/04 \(PDF\)](#)

ADOPTED: January 2012

Amended: April 2015, November 2015, December 2013, March 2017



DISTRICT PRACTICE 8350

EVERGREEN SCHOOL COMPLETION CERTIFICATE

DISTRICT PRACTICE:

1. REQUIREMENTS FOR THE GRANTING OF AN EVERGREEN SCHOOL COMPLETION CERTIFICATE

- 1.1 The Board will submit to the Minister the names of students with special needs to be awarded an Evergreen School Completion Certificate who have an individual education plan (IEP) and are enrolled in an educational program that is not designed to meet the requirements for the granting of a Dogwood Graduation Certificate.
- 1.2 To be eligible for an Evergreen School Completion Certificate, a student must meet the following criteria:
 - (a) Completion of the goals of an individual education plan (IEP), which may also include documentation of:
 - Completion of work experience/community service requirements;
 - Completion of physical activity requirements;
 - Completion of graduation transitions exit interview.
 - (b) Completion of a Transition Plan

2. EVALUATION AND ASSESSMENT

- 2.1 The learning outcomes for a student's program will be contained in a student's individual education plan (IEP) under the "annual goal and objectives". The case manager and/or the classroom teacher will develop those learning outcomes for the IEP, and they will be scheduled and reported as individualized locally developed (LD) courses.
- 2.2 Schools must issue marks in a manner consistent with the provincial letter grade order. In some courses, students on school completion programs will be evaluated using standards established for other students. In locally developed courses, marks will be based on appropriate measures of individualized progress.
- 2.3 Schools shall maintain appropriate records in the student information system, including the entering of marks in the transcript and examination system (TRAX) in order to allow the Ministry of Education to prepare an Evergreen School Completion Certificate and a school transcript for authorized signatures and distribution. The transcript should reflect progress on ministry authorized courses and/or locally developed (LD) courses.

3. ADMINISTRATIVE PROCEDURES

POLICY .8350 BC EVERGREEN COMPLETION CERTIFICATE

FORM 8350 BC EVERGREEN COMPLETION CERTIFICATE

REFERENCES: [School Act, section 168, 2\(b\)](#), Ministerial Order [M302/04 \(PDF\)](#)

ADOPTED: January 2012

Amended: April 2015, November 2015, December 2013, March 2017



DISTRICT PRACTICE 8350

EVERGREEN SCHOOL COMPLETION CERTIFICATE

3.1 Schools must ensure:

- (a) That any student who is deemed to be on a program other than one that leads to a Dogwood Graduation Certificate must have an individual education plan (IEP) and that IEP must meet requirements as outlined in ministerial orders, ministerial regulations, and the *School Act*. The IEP must clearly indicate that the program of studies will not lead to a Dogwood Graduation Certificate.
- (b) That appropriate supports are in place to meet the requirements of the educational program that is developed for the IEP.
- (c) That parents and/or guardians and, where appropriate, the student are included in the development and ongoing assessment of the IEP.
- (d) That the educational program will be collaboratively developed with the student and parents, in consultation with District Learning Services staff, and will be educationally relevant.
- (e) That where an Evergreen program is determined to be the graduation path the family and school team will document this using form 8350. A copy will be kept with the IEP and a copy sent to the Director of Instruction – Learning Services.
- (f) That progress on the educational program developed for every student shall be reported on a regular basis (goal progress reports twice a year).
- (g) That reporting processes are in place to enable the Ministry of Education to issue an Evergreen School Completion Certificate and a student transcript to students who are not on a Dogwood Graduation program.

POLICY .8350 BC EVERGREEN COMPLETION CERTIFICATE

FORM 8350 BC EVERGREEN COMPLETION CERTIFICATE

REFERENCES: [School Act, section 168, 2\(b\)](#), [Ministerial Order M302/04 \(PDF\)](#)

ADOPTED: January 2012

Amended: April 2015, November 2015, December 2013, March 2017



POLICY 8550

MEETING THE EDUCATIONAL NEEDS OF ALL STUDENTS

POLICY:

The primary goal of the British Columbia school system is to support the intellectual development of students, with the support of families and the community. Enabling students to achieve the goals of human and social development and career development is a responsibility shared by schools, families and the community. To help realize these goals for students with diverse abilities, the District is working toward removing barriers and providing appropriate services and programs to ensure that the school system is:

- equitable;
- of high quality;
- relevant;
- accessible; and
- accountable.

REFERENCES: [Ministry of Education Special Education Manual Policies, Procedures and Guidelines](#)

ADOPTED: April 2001

Amended:



DISTRICT PRACTICE 8550

MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

DISTRICT PRACTICE:

1. CREATING AN EQUITABLE EDUCATION SYSTEM

The *School Act* requires that school boards make available educational programs to all school age persons resident in the district. This entitlement stands as an important inclusionary statement for all students. In addition, a [Ministerial Order](#) requires the integration of students with special needs with students who do not have special needs in most instances.

(1) INCLUSION AND INTEGRATION

The principle of inclusion adopted in British Columbia schools supports equitable access to learning by all students and the opportunity for all students to pursue their goals in all aspects of their education. The practice of inclusion transcends the idea of physical location, and incorporates basic values that promote participation, friendship and interaction.

Integration is one way to achieve inclusion. Integration encourages students with special needs to participate and interact fully with other students in neighbourhood schools and to develop friendships. Integration involves placing students with special needs in classrooms with their age and grade peers, then providing them with the necessary support, accommodations and adaptations-determined on an individual basis to enable them to be successful.

This does not mean that students with special needs must spend 100 per cent of every day in neighbourhood school class placements with their age and grade peers. The goal is to meet their educational needs and the educational needs of all students. The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers does not preclude the appropriate use of resource rooms, self-contained classes, community-based training or other specialized settings.

(2) ALTERNATIVES TO THE INTEGRATED CLASSROOM

Students with special needs should only be placed in settings other than a community school classroom with age and grade peers when the District has made all reasonable efforts to integrate the student, and it is clear that a combination of education in such classes and supplementary support cannot meet their educational or social needs, or when there is clear

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 8550
MEETING THE EXCEPTIONAL
EDUCATION NEEDS OF ALL STUDENTS

evidence that partial or full placement in another setting is the only option after considering their educational needs or the educational needs of others. Evidence could include frequent and significant disruption of the learning environment despite appropriate classroom interventions, or the probability of physical harm to the student or others.

If alternatives to neighbourhood school classes with their age and grade peers are necessary for the above reasons for some students with special needs, then placement in alternate settings should be done as part of a plan that is regularly reviewed and updated in consultation with parents and school-based teams (if applicable) with a view to returning these students to neighbourhood school classrooms as soon as it is feasible.

2. PLANNING APPROPRIATE EDUCATION PROGRAMS

2.1 INTEGRATED PLANNING

Some students with special needs may require programs and services not usually provided to other students. Schools and school districts should organize themselves to provide educational programs and services to students with special needs. This includes planning with other ministries and community agencies where necessary. Many of the services required to support students with special needs are available through community-based agencies or other ministries through inter-ministerial protocol agreements, which are described in the [Inter-Ministerial Protocols for the Provision of Support services to Schools](#).

At the school level, teachers whose classrooms include students with special needs should have timely access to support. All schools have formal problem-solving units, such as school-based teams, to plan and co-ordinate available support services for these students and to assist teachers in developing effective strategies.

School-based teams are composed of a small group of regular members. They may appoint members to oversee planning activities for individual students.

2.2 IDENTIFICATION AND ASSESSMENT

Early identification is an essential first step in successful program planning for students with special needs. Ideally, identification begins before children enter school, when parents and health or other community personnel identify the students' special needs and begin planning to meet those needs. In such instances, schools should make use of available information by

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 8550

MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

incorporating it into educational planning activities.

Students whose special needs are less readily evident are often not identified until they enter the school system. Thorough assessment of students' strengths and needs is essential for developing individual education plans (IEPs). Assessment practices are designed to ensure timely identification by personnel trained in the assessment of specific special needs, recognizing that this may require more careful planning in remote, rural areas.

Planning educational programs for students with special needs begins in neighbourhood school classrooms, where classroom teachers, in consultation with parents, assess children by comparing their performance with expected learning outcomes for their age or grade. In many cases, students will have their special needs met by classroom teachers with no additional assistance.

However, when classroom teachers - in consultation, whenever possible, with parents and the school-based team or the school administration - believe that students require more intensive individual assessment of how they learn and the best ways to teach them, such assessment takes place at the school level using expertise within the school-based team.

More specialized assessment is required for a few learners whose special needs are more complex. At this level, specialized personnel appropriately trained to carry out more complex assessments (for example, school psychologists) should be available to support schools in the assessment and planning process.

Where assessments indicate that students need additional assistance, such assistance will be planned based on both the careful assessment of those needs and the availability of resources. While it is sometimes difficult to obtain access to specialized assessment, the Ministry of Education can assist districts in identifying resources.

2.3 INDIVIDUAL EDUCATION PLANS (IEPs)

School personnel, after collaboration with parents and outside agencies, are responsible for establishing goals for children that take into account the children's special needs and strengths. The results of planning are documented in individual education plans. Students identified as having special needs must have IEPs unless:

POLICY No. <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 8550

MEETING THE EXCEPTIONAL EDUCATION NEEDS OF ALL STUDENTS

- (a) the student with special needs requires minor adaptations to educational materials, or instructional or assessment methods;
- (b) the expected learning outcomes established by the applicable educational program guide have not been modified for the student with special needs; and
- (c) the student with special needs is receiving, in a school year, 15 hours or less remedial instruction, by a person other than the classroom teacher in order for the student to meet the expected learning outcomes.

The IEPs are implemented, reviewed and updated bi- annually. They are written records of planning conducted by students, parents/guardians, school personnel and other service providers.

IEPs

- (a) provide coherent, short-term and long-range plans for student learning and service needs.
- (b) provide administrators with evidence of individualized planning.
- (c) are useful tools in planning the transition of students with special needs from one setting to another.
- (d) help in determining how well students are meeting their goals, and form the basis of reporting students' progress.

Though planning occurs collaboratively, principals should ensure that all students with special needs are assigned case managers to co-ordinate the development, documentation and implementation of their IEPs. Teachers and parents are partners in the development of IEPs for maximum effectiveness. Parents must be given the opportunity to participate in the planning process. To the extent that they are able, students should also participate. All of the participants who develop the plans should have access to them, within the provisions of the [School Act](#) and the [Freedom of Information and Protection of Privacy Act](#).

IEPs must outline:

- (a) the present levels of educational performance of the student;
- (b) the learning outcomes set for that student for that school year where the learning outcomes are different from the learning outcomes set out in the applicable educational program guide;
- (c) all the required adaptations to educational materials, and instructional and

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- assessment methods;
- (d) all the support services to be provided;
- (e) a description of the place where the educational program is to be provided;
- (f) the names of all personnel who will be providing the educational program and the support services for the student during the school year; and
- (g) the period of time and process for review of the IEP.

3. EDUCATION IS A SHARED RESPONSIBILITY

3.1 STUDENTS

Students are entitled to consult with their teacher or administrative officer concerning their educational program. For students with special needs, this may involve participating in the development of their IEPs. In addition, students are expected to participate in an educational program provided by the District. To the extent to which they are able, it is expected that students with special needs will participate fully in these programs.

3.2 PARENTS

Parents play a vital role in the education of their children with special needs by working in partnership with educators and other service personnel. They help to identify and inform school personnel of their children's special needs, and also participate in developing IEPs. Parents participate in planning activities to establish goals for their children, as well as help teachers to implement strategies to meet those goals. Engaging in these activities enables parents and teachers to communicate about children's progress and helps to fulfill children's educational goals.

Teachers must maintain the ability to manage their classrooms while respecting the advice and role of parents. If disagreements occur, they may be resolved through a review of the IEPs to determine how classroom activities can best relate to the goals established in the IEPs. As is currently practiced, every attempt should be made to resolve differences at the school or district level. Additionally, under the [School Act](#), all districts are required to have appeal processes.

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3.3 TEACHERS AND OTHER SERVICE PROVIDERS

Neighbourhood school classroom teachers and teacher assistants should be the first line of support for students with special needs. Under the [School Act](#), teachers are responsible for designing, supervising and assessing education programs and providing instruction to individual students and groups of students. As well as working with other service providers, teachers provide a vital service by being one of the first steps in identifying students with special needs and referring students for further assessment, planning to meet those needs in conjunction with parents and others, implementing students' IEPs, and reporting on the effectiveness of special education programs as well as student progress.

3.4 PRINCIPAL

As the principal responsible for the overall operation of the school, the principal plays a number of important functions in the education of students with special needs. These include being available to consult with students or their parents/guardians concerning the students' educational programs; ensuring that individualized programming occurs for students with special needs, and that the programs are implemented; overseeing the placement of students; and, ensuring that parents/guardians are regularly provided with reports concerning their children's school progress. Principals may also help plan for the assessment of students' needs, and arrange for appropriate in-service training in special education to provide opportunities for school staff to acquire valuable knowledge and skills. In doing this, and also by participating in reviews of special education programs at their schools, principals help to meet the needs of students with special needs and ensure the provision of appropriate special education services.

3.5 SCHOOL DISTRICTS

School boards are responsible for ensuring that, within available resources, special education programs and services are delivered to students who in the opinion of the board require them. Such programs and services are an integral part of the total school system. In some cases, collaborative planning between or among school districts may be necessary to ensure that necessary services are available.

3.6 THE MINISTRY OF EDUCATION

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The Ministry of Education provides funding for special education programs and services, and works with school boards to achieve the goal of an education system that provides students with opportunities for a quality education in a cost-effective manner. To ensure opportunities for students with special needs, the curriculum, learning resources, and assessment practices developed by the ministry should be appropriately adapted. All ministry policies must ensure equitable access, appropriately high standards, and accountability for the programs and services provided to students with special needs.

Within the ministry, the Special Education Branch:

- (a) sets standards;
- (b) assists in developing and implementing policies;
- (c) develops guidelines and procedures;
- (d) monitors trends in research and practice;
- (e) reviews and evaluates programs and services;
- (f) manages an array of provincial services for students with special needs;
- (g) supports professional development; and
- (h) participates in long-term planning and priority-setting for special education in British Columbia.

3.7 OTHER MINISTRIES AND AGENCIES

Many services for students with special needs are provided by community-based agencies or other ministries. A spectrum of support services - including child care workers, school nurses and other specialists - is available through arrangements with the Ministries of Health, Social services and other ministries.

4. ACCESS TO AN APPROPRIATE EDUCATION

(1) EDUCATION ACCESSIBILITY

All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their education.

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The District encourages students to get the most from their school experiences by providing the opportunities and support they need to learn. New education facilities and transportation systems should be free of physical barriers which may hinder some students. This includes new schools designed for better access and, wherever possible, the elimination of barriers in existing facilities. Existing buildings are made more accessible through an on-going program of capital improvements funded by the ministry.

4.2 A CONTINUUM OF SERVICES

Services should be organized along a continuum which reflects the diversity of special needs and the prevalence levels of various special needs in the school population. To the maximum extent possible, students with special needs are integrated into classrooms with other students and will have their needs met by classroom teachers who adapt instruction and evaluation methods as necessary. This may involve support from school-based resource teachers, itinerant teachers, or other specialists such as orientation and mobility instructors. The emphasis on educating students with special needs in neighbourhood school classrooms with their age and grade peers, however, does not preclude the appropriate use of resource rooms, self-contained classes, community-based programs, or specialized settings.

A small number of students require specialized services that are only available from community or regional agencies or at the provincial level. When required services are so specialized that they cannot be replicated in every school, they should be available at the district level, or else school districts should arrange to obtain them from community or other sources.

In addition, the ministry provides:

- (a) a link to the Special Education Branch and other schools and districts;
- (b) resource documents and videos that provide specific descriptions of best practice in special education service delivery.

4.3 TRAINING AND PROFESSIONAL STANDARDS

To provide an appropriate educational program for and work effectively with students with special needs, teachers, teacher assistants and administrators need an understanding of special education. The Ministry of Education is working with universities and colleges to

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ensure that appropriate training and experiences are available.

In order to provide adequate educational support for students with special needs, the District provides in-service training to ensure that all staff can develop the skills and understanding needed to work in an inclusive environment.

5. QUALITY PROGRAMS AND RESOURCES

5.1 K-12 EDUCATION AND SPECIAL EDUCATION

The Kindergarten to Grade 12 education policy describes, among other things, both the educational programs and expectations for student performance. To succeed in the K-12 program, some students may require adaptations in methodology, materials or assessment techniques, or modifications or enhancements of programs, or compensatory skill development. With appropriate support, most students with special needs will be successful in the K-12 program.

Although the government's new Kindergarten to Grade 12 educational program affects all students, some aspects are of particular importance to students with special needs. These include:

- (a) new standards for reporting student achievement;
- (b) new reporting requirements for students who accomplish the goals established in their IEPs in those instances when curriculum outcomes are modified; and an equivalency policy that enables students to receive credit for learning acquired outside of the classroom.

K-12 program policies include dual credit, course challenge and equivalency. These options may be particularly appropriate for students with exceptional gifts or talents. Students can utilize these policies to demonstrate previously acquired learning, receive credit for learning acquired outside of the classroom, and receive school credit for post-secondary classes in specialized fields of study. In addition, exceptionally gifted students may be provided with options such as independent guided study, mentorships, or expanding and/or accelerating some or all of their educational programs.

5.2 CURRICULA

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Provincial curricula are written keeping all students in mind, with the understanding that there will be varied levels of pace and achievement. IEPs define what goals and standards students are expected to achieve, and what supports, adaptations, or modifications are required to enable them to meet those goals. Students with special educational needs are expected to achieve some, most, or all provincial curriculum outcomes with special support.

5.3 STANDARDS

Standards for all students, including students with special needs, are developed with high but appropriate expectations for student achievement. Whether students with special needs are expected to meet grade or course standards described in provincial curricula and reference sets - perhaps with appropriate adaptations to classroom materials or evaluation methods - or require individually-set outcomes and standards as part of the IEP planning process, the goals and standards for the students should be at high but attainable levels. For gifted students, goals established in IEPs will often exceed the grade or age level.

5.4 LEARNING RESOURCES

Teachers select appropriate resources to meet the needs of their particular students. As well, Braille and taped-book format versions of selected resources are available. IEPs identify those resources which best support the learning needs of children. In addition, technological supports that are required to fulfil IEP goals - such as Brailers, adapted keyboards, and special hearing devices - are available from the Auditory Training Equipment program, the Provincial Centre for the Visually Impaired, and the Special Education Technology-British Columbia (SET-BC) Program.

5.5 FUNDING

The levels of funding currently provided to support special education represent a significant investment in children with special needs. The government has increased accountability by targeting the expenditure of special education funds and will continue to audit school districts to ensure that funding dedicated to special education is spent on special education, and it will continue to expect school districts to be accountable for expenditures in special education.

The District shows on-going support for an inclusive education system through resources to

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support students with special needs. This includes funding to provide services to students with special needs, including:

- (a) funding for students with severe behavioural difficulties;
- (b) specialists such as speech-language pathologists, school psychologists, and itinerant specialists;
- (c) school-based learning assistance that supports regular classroom instruction;
- (d) resource rooms;
- (e) special outside-of-school options including hospital and home-based services;
- (f) teacher assistant support; and
- (g) a wide range of provincial programs and services.

5.6 GREATER ACCOUNTABILITY

The District is truly accountable when parents know how well their children are doing in school. Accountability includes monitoring, auditing and program review. Although collecting information about services provided to students with special needs is essential for continuous improvement to practice, this may raise concerns about labelling of students.

5.7 STUDENT PROGRESS REPORTS

Like all parents, the parents of students with special needs have a right to regular information about their children's progress. For students with special needs who are expected to achieve or surpass the learning standards set out in the provincial curriculum, regular letter-grading and reporting procedures will be followed, although adapted assessment methods may be necessary. [Ministerial Order 191/94, Student Progress Report Order](#), sets out the requirements for student progress reports. Where it is determined that students with special needs are not capable of achieving the learning outcomes set out in the provincial curriculum and course or program modification is necessary, specific individual goals and objectives will be established for the students in their IEPs. The use of letter grades and percentages for reporting the progress of these students is not appropriate. Structured written comments will be used to report the level of the students' success in achieving their modified goals and objectives. In these circumstances, when students meet the learning outcomes as reflected in their IEPs, the efforts of these students should be recognized.

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Where specialist support personnel other than classroom teachers are responsible for providing some portion of students' educational programs (for example, speech-language pathologists, orientation and mobility instructors), those persons should provide written reports on the students' progress for inclusion with the reports of the classroom teachers.

5.8 APPEALS

Currently, students or their parents/guardians may appeal, under [section 11 of the School Act](#), to the school board decisions made by school board employees that significantly affect the education, health or safety of the students.

All school boards are required to establish appeal procedures. The ministry expects that the appeal procedures will be based on principles of administrative fairness, which include the right of students and parents/guardians:

- (a) to be heard by the school board;
- (b) to be consulted in decisions affecting them; and
- (c) to an impartial school board decision based on relevant information.

Since 1992, the Ombudsman has been able to investigate complaints concerning public schools and school boards.

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POLICY NO. 8600
FIELD TRIPS

POLICY:

The Board of Education affirms the educational value of well-planned and supervised curricular and extra-curricular field trips. The primary purpose of these trips should be to enhance the educational experiences of the participants. These experiences enrich the curriculum and provide opportunities for young people to develop their academic, intellectual, social and physical capabilities. Such trips will supplement the curricular and extra-curricular programs in schools.

In utilizing time from the instructional day, the public must be assured that the activities undertaken:

- (a) are, or can be, directly related to the tasks the public school is expected to perform in a relatively short school year;
- (b) cannot be more appropriately undertaken in out-of-school time;
- (c) have been planned to achieve specific curricular outcomes or educational aims.

For field trips to be of educational benefit to all students, it is necessary to ensure that all students demonstrate the ability to participate safely and abide by the expectations set out in the School and District Codes of Student Conduct. As such, following careful consideration and communication with parents, some students may not be permitted to participate in a field trip.

The Board of Education supports routine, extended and extra ordinary field trips and delegates approval to the Superintendent of Schools.

REFERENCES: [Motor Vehicle Act](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra Curricular and Curricular Field Trips

ADOPTED: February 1999

Amended: June 2003, February 2005, October 2008, June 2011, June 2013, November 2013, December 2017



DISTRICT PRACTICE

1. Categories of Curricular and Extra-Curricular Field Trips

Routine Trips:

- the destination for these trips shall not be beyond the Okanagan region of British Columbia or beyond the southwest region of Alberta;
- the trip shall not be more than two (2) school days in duration or require overnight accommodation for primary students;
- the trip shall not involve any special safety considerations (e.g. open water or back country activities); and
- downhill skiing/snowboarding trips, while considered “routine” are subject to specific safety guidelines as detailed under #5 in this policy.

Extended Trips:

- the destination for these trips shall not be beyond British Columbia, Alberta, Washington, Idaho or Montana;
- the trip shall **not** be more than five (5) school days in duration; and
- the trip shall **not** involve any special safety considerations (e.g. open water or back country activities).

Extraordinary Trips:

- the destination for these trips is beyond British Columbia, Alberta, Washington, Idaho, or Montana;
- the trip is in excess of five (5) school days in duration; or
- the trip involves special safety considerations (e.g. open water, back country activities or international travel, etc.)

2. Approvals

2.1 Granting final approval for routine trips shall be the responsibility of the Principal.

- The Principal of each school shall formulate procedures for approval and supervision of regular field trips.
- In all cases, such approval must be obtained prior to the commencement of detailed planning or fundraising.
- Section A of the “Field Trip Approval Form” should be completed for all routine field trips.

REFERENCES: [Motor Vehicle Act](#)

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FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra Curricular and Curricular Field Trips

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At the Principal's discretion, Section B could be considered.

- 2.2 Granting final approval for extended trips shall be the responsibility of the Superintendent.
- Extended field trips requiring an overnight stay require advance planning and permission from the Superintendent which should occur at least 30 days prior to the trip.
 - Under certain circumstances where it is impossible to foresee extended trips such as championships, special consideration will be given without the usual thirty-day notice.
 - The "Field Trip Approval Form" should be completed.
- 2.3 Granting final approval for extraordinary trips shall be the responsibility of the Zone Trustee Committee.
- Information regarding these requests should be forwarded to the Superintendent at least two (2) months prior to the date of the anticipated trip.
 - Whenever possible such trips should be planned around holidays in order to minimize the number of instructional days lost.
 - The "Field Trip Approval Form" should be completed.
 - Zone Trustees may grant up to a total of five (5) Teacher-on-Call days for an extraordinary trip. Trips requiring more than five (5) Teacher-on-Call days need to be forwarded to the Board by the Zone Trustees.

NOTE: all field trip requests must include a curricular connection to be considered for approval.

3. General

- 3.1 When planning a field trip, the teacher will carefully consider the implications for student safety and the requirements for student conduct. Should a teacher determine that, in considering the responsibility for safety for all students, a student's conduct may jeopardize personal safety or the safety of others, the teacher will, as soon as possible:
- Communicate with the principal, the student's parents, and, as appropriate, may consult with the School-Based Team or other staff involved in the student's program.
 - Work with the parents, principal, colleagues, and, where appropriate, the student, to develop an appropriate plan which could include, but not be limited to:
 - development of a behaviour plan to assist the student to change behaviour to permit the student to participate in the field trip;
 - adjusted/supported participation in the field trip, or

REFERENCES: [Motor Vehicle Act](#)

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8600.1 Ski and Snowboard Parent Consent

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8600.3 High Risk Consent and Waiver

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FIELD TRIPS

- the development of an appropriate educational alternative to the field trip.
- 3.2 Ability of an individual student to pay his/her share of the cost must not be a factor in determining participation in curricular field trips.
- 3.3 School rules will be adhered to on all extra-curricular and curricular field trips.
- 3.4 A Principal should designate a supervisory person, who must be a school district employee, to exercise authority to carry overall responsibility for the arrangements and supervision of the travel; to ensure that the transportation of pupils is in accordance with Board policy and directives; and to ensure that any special requirements connected with the trip are met.
- 3.5 The following minimum supervision ratios are:

Routine Field Trips:

Kindergarten Field Trips: 1 teacher for every 20 pupils plus 1 other adult

Primary Field Trips: 1 teacher for every 22 pupils plus 1 other adult

Intermediate Field Trips: 1 teacher for every 28 pupils

Secondary Field Trips: 1 teacher for every 30 pupils

Extended and Extraordinary Field Trips:

Kindergarten Field Trips: 1 teacher for every 20 students plus 3 other adults

Primary Field Trips: 1 teacher for every 22 students plus 3 other adults

Intermediate Field Trips: 1 teacher for every 28 students plus 2 other adults

Secondary Field Trips: 1 teachers for every 30 students plus 1 other adult

Note:

- **Education Assistants who work directly with students with diverse abilities are NOT counted as additional adults.**
- **International travel adult to student ratios may be subject to tour company regulations varying from the numbers above.**
- Schools will endeavor to provide supervisors of the same gender as the students being supervised on overnight trips. Appropriate sleeping arrangements should be made when students of different gender participate in a field trip.
- Schools will communicate to parents information regarding supervision arrangements, including the names of the supervisors. Any changes should be communicated to parents

REFERENCES: [Motor Vehicle Act](#)

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8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra Curricular and Curricular Field Trips

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in as timely a fashion as possible.

- 3.6 For trips outside Canada, parents are required to ensure medical coverage and a passport for their child, and will be required to sign a consent and waiver form which is recommended by the Schools Protection Program.

4. Transportation:

All transportation practices shall adhere to the regulations and requirements of the [Motor Vehicle Act](#).

- 4.1 When a group of more than fourteen (14) students is being transported, a school bus or commercial vehicle and a professional driver should be considered.
- 4.2 Every private vehicle used for transporting pupils must carry at least \$1,000,000 third party liability insurance.
- 4.3 If a private passenger vehicle is used for transportation on extra-curricular or curricular trips, the Principal, with guidance from the Director of Operations, must be satisfied that the vehicle is in proper working order and that the owner carries adequate insurance coverage. Records confirming this will be maintained at the school.
- 4.4 A private passenger vehicle used for transporting pupils must be driven by an adult holding the required driver's license in accordance with the [Motor Vehicle Act](#).
- 4.5 Every pupil who is transported in a vehicle other than a school bus or public transit must wear a seat belt or restraining device which shall be properly adjusted and securely fastened, and utilize booster seats, as per the requirements of the [Motor Vehicle Act](#).
- 4.6 Request for use of buses is to be made in writing at least one week prior to the departure date of the trip.

REFERENCES: [Motor Vehicle Act](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

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4.7 The Board of Education will not be responsible for physical damage or repairs to the individual's vehicle or for the loss of use or safe driver discount resulting from the use of the vehicle on school business.

5. Guidelines specific to field trips involving downhill skiing:

5.1 Parents/Guardians shall be informed in writing of the specific nature of the activity and its inherent risks. Also included will be information related to accommodation, transportation, contact information, and an itinerary. The field trip consent and waiver form for ski/snowboard trips is to be utilized by the school to provide this information to parents as well as secure their permission for their child's participation.

5.2 A safety lesson must take place in which ski hill area representatives review issues relating to safety, ability levels, clothing, lessons, and other factors pertaining to the mountain visit. It is expected that students will be grouped according to ability level.

5.3 A contingency plan must be established for dealing with either student injury or misbehavior.

5.4 Students are to travel, arrive, and leave the mountain as a group unless other arrangements have been made with parents/guardians. Such arrangements must be documented in writing and signed by parents/guardians.

5.5 The wearing of approved helmets is mandatory.

5.6 Notwithstanding #3 (e) of this Policy, in the case of ski/snowboard trips, the ratio of students to school supervisors shall be minimally 15:1.

5.7 Supervision of participants is a shared responsibility between ski hill operators, district staff and parent/guardian volunteers; students are to be organized into groups which are small enough so that students can be appropriately supervised. Supervisors and students are responsible to stay in contact with their assigned group.

REFERENCES: [Motor Vehicle Act](#)

DISTRICT PRACTICE 8600 FIELD TRIPS

FORMS 8600 FIELD TRIP APPROVAL

8600.1 Ski and Snowboard Parent Consent

8600.2 Low Risk Consent and Waiver

8600.3 High Risk Consent and Waiver

8600.4 Extra Curricular and Curricular Field Trips

ADOPTED: February 1999

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School District No. 6 (Rocky Mountain) FIELD TRIP APPROVAL FORM

This form must be completed prior to the trip and be filed in the school. Sections A and B must be completed for all trips. Section C will be completed by the Superintendent if the trip is classified as “extended” or after Board consideration if the trip is classified as “extra-ordinary”, as defined in Board regulations. Parental permission forms, a trip itinerary and other relevant information should also be filed in the school prior to the commencement of the trip.

SECTION A

Trip Information (Teacher/School Administrator)

School: _____ Group: _____

Type of Activity: _____

Purpose of Activity: _____

Targeted Curricular Outcome(s): _____

Location(s): _____

Departure: Date: _____ Time: _____ Place: _____

Return: Date: _____ Time: _____ Place: _____

Teacher Supervisors: _____

Other Supervisors: _____

Number of Students: _____ Age Range: _____

Type of Transportation (if private vehicles, include names of drivers): _____

Special Safety Precautions: _____

Emergency Contact Procedures: _____

Funding Assistance from School: _____

Date: _____

Teacher's Signature: _____

Date: _____

Principal's Signature: _____

SECTION B

Principal's Checklist

All sections of this checklist must be completed prior to the commencement of any trip. If the Superintendent's or Board's approval is being requested, as many sections as possible should be completed prior to seeking approval. To obtain consideration by the Superintendent or the Board, the Principal must submit this entire form to the Superintendent early enough to ensure adequate processing time.

	Yes	No	N/A
Rationale:			
1. Is the field trip consistent with district and school goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the field trip plan have appropriate objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the instruction planned prior, during and after the trip appropriate and adequate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the school time loss a reasonable and justifiable amount?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classification:			
1. Is the trip as defined in Board Policy:			
(a) Routine – Principal approves or rejects (not beyond Okanagan or SW Alberta, not more than 2 school days, no overnight for primary, no special safety concerns.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Extended – Superintendent approves or rejects (not beyond British Columbia, Alberta, Washington, Idaho or Montana, not more than 5 school days, no special safety concerns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Extra-ordinary – Board approves or rejects (beyond British Columbia, Alberta, Washington, Idaho, or Montana, over 5 school days, involves special safety concerns)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If extended or extra-ordinary, has permission been			
(a) requested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) obtained?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the trip as defined in Board Regulations:			
(a) curricular? (pertains to class in which students are enrolled and occurs within normal school day)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) extra-curricular?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Substitutes:

	Yes	No	N/A
1. If a substitute is required is a suitable person available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have adequate plans been provided for the substitute?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Funding:

1. Have all students been permitted to participate despite financial difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are any charges to students in accordance with school law?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transportation:

1. Are loading, unloading and parking areas safe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has adequate adult supervision been provided in accordance with Board Regulations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If a Board-owned vehicle is being used:			
(a) Have adequate arrangements been made with the Operations Supervisor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Is the driver a Board employee?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) If a Multi-Functional Activity Bus is being used, has the driver met School District MFAB driver eligibility requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If private vehicles are being used:			
(a) Is there an adult driver for each vehicle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Is there a driver's abstract on file for each driver?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) Does each vehicle have adequate liability coverage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) Has the driver of each vehicle been informed of the Board regulations on seat belts and the Motor Vehicle Regulation on booster seats and restraining devices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) Are the vehicles in good repair?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If a rental vehicle is being used, does it have a valid school bus permit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If a child is being transported, has the driver been notified of any allergies or medical conditions, and have appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

precautions been taken?

Communication with Parents/Students:

	Yes	No	N/A
Prior to departure of the trip:			
1. Has or will the teacher sponsor provide you with completed parental permission forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have suitable arrangements been made to cope with medical situations listed by parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If necessary, have or will students be given an equipment list?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has or will provision be made to check this in advance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have arrangements been made to notify the school Principal if return times cannot be met?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has the driver of each vehicle been instructed to carry a copy of the passengers' permission slips?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Has or will the teacher discuss, with students, the code of conduct?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Safety:

1. Are you satisfied that the teacher sponsor has adequate qualifications and experience to supervise students on this activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you attempted to anticipate any hazards, dangers, etc. involved?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If this is an outdoor education trip:			
(a) Has the route and/or site been reconnoitered prior to the trip by the teacher sponsor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Does an adult accompanying the group have a valid First Aid Certificate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If the trip involves swimming or activities on water:			
(a) Does at least one adult accompanying the group possess water safety training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Will adequate life-saving equipment be available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If this trip involves cycling, skiing or snowshoeing, will an emergency repair kit be available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	N/A
6. If this trip involves cycling:			
(a) Will everyone be wearing an approved helmet and safety vest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Will pre-trip instructions and on-trip procedures conform to CAN-BIKE principles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) During on-road situations, will the student/adult ratio be 8:1 or less?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If this trip involves travel outside Canada:			
(a) Have students and parents been notified of the need for additional medical coverage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) Have students and parents been advised that documents pertaining to passports need to be taken along?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is there an up-to-date criminal record check on file for each adult volunteer associated with the activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C

Decision:

Extended Trips – Superintendent

Approval: _____ Rejection: _____

Extra-Ordinary Trips – Zone Trustee Action:

Approval: _____ Rejection: _____

Comments:

Date: _____

Signature: _____
Superintendent



**Parental Consent and Permission Form and Waiver
For Child Participating in Snowboarding/Ski Trip**

Name of Student: _____ (“my child”)

Name of School: _____ Grade: _____

Date(s) of Trip: _____ Venue: _____

I understand that participation in this trip is optional and if my child does not attend, my child will be required to attend school and will be provided with other classroom activities.

Initial _____

By signing this agreement, I hereby give my consent to allow my child to participate in this school trip and confirm that I understand the following:

My child has been offered the opportunity to participate in a snowboard/ski trip on the date(s) and at the above venue above.

On the hill, students will be divided into groups according to their skill level, as indicated by you on this form and/or as assessed by the hill instructors.

I understand that while on the hill my child may not be directly supervised at all times.

Initial _____

My child has no illnesses, allergies, disabilities, or special needs that may require special attention, except as described here:

My child has no illnesses, allergies, or disabilities that make snowboarding or skiing inappropriate for him/her. I know of no health related or other reason why my child should not participate in this trip.

I am aware that my child’s participation in this trip entails certain risks and dangers, which cannot be eliminated, and that snowboarding and skiing has an inherent risk of personal injury. These risks include, but are not limited to: sprains, strains, fractures, head/brain injuries, paralysis, internal injuries and death, as well as equipment damage or losses resulting from the activities.

In addition to the risks described above, other risks and hazards may include, but are not limited to: Motor vehicle accidents occurring on the way to or from the hill; Rock fall and avalanches; Weather and snow conditions including unforeseen, inclement or intemperate weather; Hypothermia; Frostbite; Equipment failure or defects (skis, boards, T-bars, lift chairs, gondolas, etc); Collisions with other snowboarders or skiers or with other objects such as trees, signs, snow grooming equipment, and lift towers; Poor grooming or design of the hill, runs, or jumps; Poor or inadequate instruction or supervision; Falls, Assault, Injuries as a result of consumption of or exposure to food and drink; Injuries occurring while using chair lifts, T-bars, etc.; Delays in obtaining medical treatment or appropriate medical treatment; Injuries when attempting to perform jumps or tricks; The possibility that my child may not heed warning or safety instructions or restrictions given to participants, thus putting the child at greater risk.

I will supply suitable clothing for my child’s participation in all activities associated with the field trip, including sufficiently warm clothes (hat, mitts or gloves, warm jacket, ski/snowboarding pants, goggles.) I accept full responsibility for any inadequate clothing or equipment that I provide. I am aware that I should contact the school for further information if I am unclear about what clothing or equipment is required for the activities or the possible weather conditions.

My child and I are aware that my child must wear a helmet while snowboarding or skiing, and that Wrist guards are recommended for snowboarding. My child agrees to wear a helmet.

Initial _____

CHOOSE the appropriate activity and whether or not RENTALS are required:

My child will be **SKIING**

I **will supply** suitable equipment including skis, boots, poles, and helmet

I will need to **RENT** equipment for my child from the hill:

Skis Boots Poles Helmet

If **renting**, provide your child's: **Weight** _____ **Height** _____ **Shoe Size** _____

My child will be **SNOWBOARDING**

I **will supply** suitable equipment including snowboard, boots, and helmet

I will need to **RENT** equipment for my child from the hill:

Snowboard Boots Helmet

If **renting**, provide your child's **Weight** _____ **Height** _____ **Shoe Size** _____

My child has (choose the appropriate level of skill your child has in the chosen activity):

No previous experience/beginner

Minimal skills – most comfortable of easiest (green marked) runs

Intermediate skills – comfortable on more difficult (blue marked) runs

Advanced/Expert skills – able to be on advanced/challenging (black diamond) runs

I understand that employees of the hill may or may not individually assess my child's experience level. I give permission for hill staff to do so and put my child in the class they deem appropriate.

I understand that a lesson and/or snowboarding/skiing with a coach will be mandatory for my child.

I am aware that expert advanced/expert level students are sometimes permitted by hill staff to attempt tricks and jumps in terrain parks or on expert runs, and that these activities may pose a greater risk to these students, including the risk of death, quadriplegia or paraplegia, brain injury, or serious fractures.

CHOOSE THE APPROPRIATE RESPONSE and INITIAL:

I DO NOT GRANT PERMISSION FOR MY CHILD TO ENTER A TERRAIN PARK OR ATTEMPT EXPERT (Black Diamond) RUNS. I have discussed the risks inherent in these types of activities with my child and my child is aware that he/she is NOT permitted to participate in these activities. Furthermore, my child agrees that he/she will not participate in these activities. Initial _____

OR

I believe my child has the necessary skill to ski or board on expert level (Black Diamond) runs. I believe these are appropriate runs for my child and as a result, I DO GRANT PERMISSION FOR MY CHILD TO SKI OR BOARD ON EXPERT LEVEL (BLACK DIAMOND) RUNS UNDER THE SUPERVISION OR DIRECTION OF A SKI HILL INSTRUCTOR/COACH IF THE SKI HILL INSTRUCTOR/COACH DEEMS IT APPROPRIATE, INCLUDING JUMPS OR TRICKS.

However, I DO NOT GRANT PERMISSION FOR MY CHILD TO ATTEMPT TO PERFORM JUMPS AND/OR TRICKS IN A TERRAIN PARK. I have discussed the risks with my child, and my child is aware that he/she is not permitted to participate in Terrain Park activities, and furthermore, my child agrees that he/she will not participate in Terrain Park activities.

Initial _____

OR ↓

_____ I believe my child has the necessary skill to ski or board in a Terrain Park and on expert level (Black Diamond) runs. I believe these are appropriate runs for my child and as a result, **I DO GRANT PERMISSION FOR MY CHILD TO ENTER A TERRAIN PARK OR SKI OR BOARD ON EXPERT LEVEL (BLACK DIAMOND) RUNS UNDER THE SUPERVISION OR DIRECTION OF A SKI HILL INSTRUCTOR/COACH IF THE SKI HILL INSTRUCTOR/COACH DEEMS IT APPROPRIATE, INCLUDING JUMPS OR TRICKS.**

I have discussed the risks inherent in these types of activities with my child, and my child is aware that he/she is only permitted to participate in these activities under the supervision or direction of a ski hill instructor/coach. My child has agreed that he/she will only ski or board in these areas under the supervision or direction of a ski hill instructor/coach.

Initial _____

My child and I understand that the School's Code of Conduct and the Alpine Responsibility Code applies during this trip.

I will be responsible for any costs associated with my child's attendance on the trip, including the cost of any equipment rented by my child and not returned, and any other costs which arise during the trip or are caused by or associated with my child's attendance on the trip, including any extra costs to send my child home.

I have read and understood all the materials listed above and have discussed them with my child, including the ski hill's code of conduct.

Initial _____

Accidents are common. They can be the result of the nature of the activity and can occur with or without any fault on either the part of the student, or the school board or its employees or agents, or the facility where the activity is taking place. By allowing my child to participate in this activity, I am accepting the risk of an accident and injury occurring, including death, and agree that the activity is suitable for my child. In permitting my child to attend this trip, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, to induce me to permit my child to take the trip, other than those set out in this document.

PARENTAL/ GUARDIAN WAIVER OF LIABILITY: I agree that in consideration of School District No. 6 offering my child, (name) _____, an opportunity to participate in the trip I waive any and all claims I may have, and release from all liability and agree not to sue the Board of Trustees of School District No. 6 and its officers, employees, agents, volunteers and representatives, for any personal injury, death, property damage or loss as a result of or arising from my child's behalf, not the right for myself or a guardian ad litem to sue on my child's

I am 19 years of age or more and have read and understand the terms of this document and understand that it is binding upon my heirs, my executors, administrators and me.

NOTE: This form must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.

Date: _____	
Printed Name of Parent/Guardian _____	Printed Name of Witness _____
Signature of Parent/Guardian _____	Signature of Witness _____
Address: _____	Address: _____

Date: _____	
Printed Name of Parent/Guardian _____	Printed Name of Witness _____
Signature of Parent/Guardian _____	Signature of Witness _____
Address: _____	Address: _____

Student acknowledgement: I understand that there are inherent risks involved with skiing and snowboarding. My Parents and I have discussed my parent's expectations, the School's expectations, and the hill's expectations for my behaviours while on the trip. I agree to follow the instructions of teachers and instructors, abide by the School's Code of Conduct and the hill's Code of Conduct during this trip. I agree to wear a helmet at all times while skiing or snowboarding.

Student Signature

School Use:

On this fieldtrip, approximately _____ students will be snowboarding or skiing. The students will be supervised by _____ teachers while on the bus and by ski hill employees while on the hill.

Names of supervisors: _____

Charges for the trip are as follows:

Transportation:	\$ _____
Lesson Fee:	\$ _____
Lift Fees:	\$ _____
Equipment Rental:	\$ _____
Lift & Lesson:	\$ _____
Lift, Lesson, & Equip. Rental:	\$ _____
Helmet/wrist guard rental:	\$ _____
TOTAL charges:	\$ _____ Please pay this amount

ADDITIONAL TRIP INFORMATION:

In addition to snowboard or ski gear, students should:

- dress in layers
- have gloves or mitts
- have goggles
- bring a lunch or money for lunch
- bring a water bottle/bladder to hydrate often

As well as providing the appropriate clothing, parents/guardians need **to provide extra permission** if allowing their child to stay at the hill after the bus leaves to return to the school. This is a requirement for the bus manifest. The teacher must 'hand off' the student to an adult.

A hand-written note or email from the parent/guardian indicating:

- date
- child's name
- the name of the person meeting the child/teacher at the bus pick drop



**OFF-SITE ACTIVITY(IES) CONSENT OF PARENT/GUARDIAN
AND ACKNOWLEDGEMENT OF RISK FORM A (Low-Risk Day/Overnight Trip)**

School _____

To the Parent(s)/Guardian(s) of: _____ Grade: _____ Homeroom: _____

Please read the contents of this Consent and Acknowledgement of Risk form. Clarify any questions or concerns with the Lead Teacher BEFORE signing it.

If this form is not signed and returned to the school by _____, your child WILL NOT BE ALLOWED TO ATTEND.

PROGRAM/ACTIVITY INFORMATION

DESTINATION/ACTIVITY: _____ DATE(S): _____ OR _____

SERIES OF OFF-SITE ACTIVITIES (Specify Program): _____

PURPOSE OR EDUCATIONAL GOAL(S): _____

ITINERARY/ACTIVITIES: _____

METHOD OF TRANSPORTATION: _____ BY: _____

LEAD TEACHER: _____ TOTAL NO. OF SUPERVISORS PLANNED: _____

SUPERVISORY ARRANGEMENTS: _____

COST TO THE STUDENT: _____ WHAT TO BRING: _____

OTHER CONSIDERATIONS: _____

BOARD RESPONSIBILITIES

The board will make every reasonable effort to ensure or ascertain that:

- a. The staff, volunteers and/or service providers involved are suitably trained and qualified.
- b. The students are adequately supervised over all aspects of the program/activity.
- c. The location(s) used are appropriate and safe for the activity(ies) and group.
- d. Equipment used has been inspected and deemed appropriate and safe.
- e. A Safety Plan is in place to identify and manage known potential risks.
- f. An Emergency Plan is in place to deal with an injury or illness to any of the students.

POTENTIAL KNOWN RISKS

Potential known risks include the following:

Additional Comments/ Requirements: _____

CONSENT AND ACKNOWLEDGEMENT OF RISK

Destination/Activity/Program: _____ Date(s): _____

1. I acknowledge my right to obtain as much information as I require about this program or activity and associated risks and hazards, including information beyond that provided to me by the school or board.
2. I freely and voluntarily assume the risks/hazards inherent in the program/activity and understand and acknowledge that my child may suffer personal and potentially serious injury arising from his/her participation.
3. My child has been informed that he/she is to abide by the rules and regulations, including directions and instructions from the school's and/or service provider's administrators, instructors, and supervisors over all phases of the program/activity.
4. In the event my child fails to abide by these rules and regulations, disciplinary action may require his/her exclusion from further participation, or that I be contacted to have him/her picked up, unless I have specified other transport arrangements.
5. I acknowledge that it is my responsibility to advise the Lead Teacher of any medical and/or health concerns of my child that may affect his/her participation in the stated program or activity.
6. I acknowledge that the trip supervisors may secure transport to emergency medical services as they deem necessary for my child's immediate health and safety, and that I shall be financially responsible for such services.
7. Based on my understanding, acknowledgement, and consents as described herein,

(Name of Student) _____ (Date of Birth) _____ has my permission to participate

*Parent/Guardian: If this field trip involves swimming, please indicate your child's proficiency to assist with safety planning:

Beginner Intermediate Advanced

Date: _____ Name (Please print): _____ Signature: _____

Parent/Guardian Contact Numbers: Day _____ Evening _____



SCHOOL: _____
CONSENT AND WAIVER FORM
For Child Participating In High Risk Activity

In consideration of School District No. 6 offering my child, _____, an opportunity to participate in a field trip for Grade ____ students on ___/___/_____, I waive any and all claims I may have against, and release from all liability and agree not to sue The Board of Education of School District No. 6 and its officers, employees, agents, volunteers and representatives, and the Ministry of Education for any personal injury, death, property damage or loss sustained as a result of my child's participation in the field trip, arising out of any cause whatsoever.

_____Initial

I hereby give my consent, and acknowledge by my signature that:

Students will be going to (location), and will be away from the school from _____ to _____(times). They will be travelling by (i.e. school bus, public transport, foot).

_____Initial

On this field trip, up to (number) students will be:
 (describe all activities – i.e. skiing, hiking, walking, using climbing apparatus, cooking meals on camp stoves, tenting, international travel)

_____Initial

The students will be supervised by _____ school employees and _____volunteers. The names of the supervisors are:

On Secondary School trips, your child will not necessarily be supervised by an adult at all times.

_____Initial

My child has no illnesses, allergies or disabilities that may require special attention, except as described here:

_____Initial

I am aware of the usual risks and dangers inherent in participation in all of the activities associated with this trip, and of the possibility of personal injury, death, property damage or loss resulting from the activities. The dangers and risks may include, but are not limited to: (provide specific and comprehensive information on any risks that are applicable. Some examples follow.)

- Unorthodox or high risk travel arrangements
- Program locations
- Rugged terrain
- Rock fall and avalanches
- Weather
- Equipment breakages, failures
- Delayed rescue, accessibility
- Conduct of the guide, chaperone or other group members.

The possibility that your child may not heed safety instructions or restrictions given to the group.

_____Initial

I will supply suitable equipment and clothing for my child's participation in all activities associated with the field trip, including:

_____Initial

I am aware that I should contact the school for further information if I am unaware what clothing and equipment is required for the activities or possible weather conditions of this field trip. My child and I understand that it is our responsibility to ensure my child has all necessary equipment and clothing.

_____ Initial

My child and I understand that the school's Code of Conduct applies during this field trip. I will be responsible for any costs caused by my child's failure to abide by the Code of Conduct, including any costs to send my child home.

_____ Initial

Accidents can be the result of the nature of the activity and can occur with or without any fault on either the part of the student, or the school board or its employees or agents, or the facility where the activity is taking place. By allowing your son/daughter to participate in this activity, you are accepting the risk of an accident occurring, and agree that this activity, as described above, is suitable for your child.

_____ Initial

In signing this Consent and Waiver, I am not relying on any oral or written representation or statements made by the School Board and its servants, agents, employees, or authorized volunteers, or the Ministry of Education, to induce me to permit my child to take the trip, other than those set out in this Consent and Waiver.

_____ Initial

I am 19 years of age or more and have read and understand the terms of this consent and waiver, and understand that it is binding upon me, my heirs, executors and administrators.

*Parent/Guardian: If this field trip involves swimming, please indicate your child's proficiency to assist with safety planning:

Beginner Intermediate Advanced

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness
Address:

Printed Name of Parent/Guardian
Address:

Date: _____

Signature of Witness

Signature of Parent/Guardian

Printed Name of Witness
Address

Printed Name of Parent/Guardian
Address:

NOTE: This consent and waiver must be signed by ALL custodial parents or guardians of a child who is under the age of 19 years.



POLICY 8650

SCHOLARSHIPS AND BURSARIES

POLICY:

The Board of Education (“Board”) is committed to community involvement in the education of its students. It views the granting of scholarships and bursaries as a recognition of student achievement and as encouragement for further education.

1. The Board encourages the provision of scholarships and bursaries for graduating students by individual citizens or community organizations. Such donations shall be provided in accordance with Board policy.
2. The Board shall establish a District scholarship committee which shall administer the Ministry sponsored Dogwood District/Authority Awards (District scholarship program) in accordance with District practice.



DISTRICT PRACTICE 8650
SCHOLARSHIPS AND BURSARIES

DISTRICT PRACTICE:

The Board of Education (“Board”) will recognize individual academic achievement through:

- The administration of the Ministry of Education District/Authority Scholarships.
- The provision of additional scholarships from the District.
- The provision of awards for academic achievement in specific curricular areas.

1. MINISTRY OF EDUCATION DISTRICT/AUTHORITY SCHOLARSHIPS

- 1.1 The Ministry allots scholarships to Districts and these scholarships are distributed to secondary schools based on grade 12 student enrolment.
- 1.2 Candidates must meet Ministry of Education eligibility criteria.
- 1.3 The secondary schools will establish local scholarship selection committees to include one Trustee and members of school staff and the public.
- 1.4 Candidates will be required to attend an interview with the school scholarship committee.
- 1.5 Any award and/or decision made by the school scholarship committee regarding Ministry of Education scholarships may be appealed by referring the case to the Board. The decision of the Board shall be final.
- 1.6 A local presentation ceremony will be arranged in each school.

2. LOCAL DISTRICT SCHOLARSHIPS

- 2.1 The name of the scholarship shall be “The School District No. 6 (Rocky Mountain) Scholarship”.
- 2.2 The administrators of this scholarship shall be the Chairperson of the Board and the Secretary Treasurer.
- 2.3 The signing officers of the fund are:
 - (a) a Trustee of School District No. 6 (Rocky Mountain); and
 - (b) the Secretary Treasurer.
- 2.4 The purpose of the fund is to provide an annual scholarship to recognize a student in Selkirk Secondary School, Golden Secondary School and David Thompson Secondary School pursuing post-secondary education.



DISTRICT PRACTICE 8650

SCHOLARSHIPS AND BURSARIES

- 2.5 The recipient will be selected on the basis of need, ability, and citizenship by each school.
- 2.6 The recipient must be a graduating student from the School District No. 6 (Rocky Mountain).
- 2.7 Applicants should apply prior to May 1. Application forms are available in each school.
- 2.8 The recipient must show proof of registration within eighteen months of notification of them being awarded the scholarship.
- 2.9 The amount of the scholarship will be prescribed annually by Board resolution, but will not be less than \$1,000.00.

3. CURRICULA ACHIEVEMENT AWARDS

- 3.1 Awards shall be given on the basis of academic achievement in specific Grade 12 courses as identified by the Principals of Selkirk Secondary School, Golden Secondary School, and David Thompson Secondary School.
- 3.2 The Board will make available \$500 plus \$15 per Grade 12 student, under 19 years of age, as of March 31 per zone. This fund is provided to support the above student achievement as well as any other year-end recognition as determined by the zone.



POLICY 8750

ENGLISH LANGUAGE LEARNERS

POLICY:

English language learner (ELL) services enable students, whose primary language(s) of the home is not English, to develop their individual potential within British Columbia’s school system. Some students who speak variations of English that differ significantly from the English used in the broader Canadian society may need similar services to access the curriculum.

As outlined in Section 106.3 (5) and (6) of the [School Act](#) school districts receive funding to support students whose primary language spoken in the home is not English. The Board of Education (“Board”) supports ELL services as outlined in the associated district practice.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: Section [106.3 \(5\) and \(6\) of the School Act](#)

ADOPTED: DATE
Amended:



DISTRICT PRACTICE:

An English language learning student, as defined in the [Ministry of Education English Language Learning Policy and Guidelines \(updated May 2013\)](#), is a student enrolled in a B.C. school who is in need of additional English language development support in order to access the provincially prescribed curriculum and succeed in the academic environment.

1. IMPORTANT DESIGNATION TIMELINES

September – NEW students (before September 30th)

- (a) Oral Language IPT I or II (scored with ELL standards)
- (b) Writing Sample (e.g. District Write scored with ELL standards)
- (c) Reading Sample (e.g. PM Benchmark, Fountas and Pinnell scored with ELL standards)

May/June – ALL students

- (a) Oral Language IPT (post-service test scored with ELL standards)
- (b) Writing IPT (e.g. District Write scored with ELL standards)
- (c) Reading Sample (e.g. PM Benchmark, Fountas and Pinnell scored with ELL standards)

2. ASSESSMENT AND IDENTIFICATION

- (a) The teacher in consultation with the student and family will refer the student to the school-based team.
- (b) The school-based team will gather information regarding the student application including, but not limited, to socio-cultural, education, school, family, physical, and personal factors.
- (c) The school will provide parent with the parent consent form.
- (d) With a signed parent consent form the ELL teacher will administer IPT I or II Oral Language Proficiency Assessment and scored against the ELL standard.
- (e) The ELL teacher will examine reading and writing samples against the ELL standards.
- (f) The ELL teacher and school principal will review and assign ELL language levels.
- (g) The ELL teacher will communicate assessment results to the parent/guardian.
- (h) Prior to September 30 each year, schools will review ELL designation with the Director of Instruction, Learning Support Services to finalize designation.

3. ANNUAL INSTRUCTIONAL PLANS AND REPORTING

FORM 8750 ELL ANNUAL INSTRUCTION PLAN
8650.1 ELL PARENT CONSENT
8650.2 ELL RECORD OF SERVICE

ADOPTED: Mar 2018

Amended:



DISTRICT PRACTICE 8750

ENGLISH LANGUAGE LEARNERS

For all students reported in the ELL program the following will be provided and documented:

- (a) An annual instruction plan (AIP) designed to meet the needs of the student.
- (b) The AIP identifies specialized ELL services provided for each student.
- (c) Progress in the acquisition of English is reported to parent including:
 - Descriptions of what the student can do.
 - Areas in which further attention or development is required;-.
 - Ways of supporting the student learning, or
 - Comments on the student achievement in areas of ELL.

4. STUDENT FILE

- (a) Each ELL student will have an orange file which is to be placed inside their school file. This file may remain with the ELL specialist during the school year or while assessment is taking place.
- (b) The tab on the orange file will have the following label:
 - The student's name
 - The year ELL assistance began
- (c) A signed parent consent form will be keep in the file.
- (d) Each student will have an ELL annual instruction plan.
- (e) A record of service delivery will be kept in each file.

FORM 8750 ELL ANNUAL INSTRUCTION PLAN
8650.1 ELL PARENT CONSENT
8650.2 ELL RECORD OF SERVICE

ADOPTED: Mar 2018

Amended:



POLICY 8800

FRENCH PROGRAMMING

POLICY:

The Board of Education (“Board”) is committed to providing its students with the opportunity to study French from the grade 5 to grade 12 of an educational program in programs offering various levels of proficiency in the language. Three main types of programs are offered, designed to meet the differing needs, interests, and goals of students. Two of these types are open to all students:

1. Core French (French as a second language) is mandatory for students in grade 5 through grade 8. Core French is offered as an elective from grade 9 through grade 12. It is an educational program, which enables students to acquire basic skills in the language.
2. French Immersion, which offers students the opportunity to acquire a high level of proficiency in the language, is offered in the community of Golden with entry at grade 4. Students have the opportunity to remain in the French Immersion program through grade 12.
3. Intensive French is offered in the Windermere and Kimberley communities during grade 6 and 7. Students are well prepared to be successful in Core French Programming in grades 8-12.

The Board authorizes the superintendent to design and implement the academic content of these programs, and to set admission procedures and evaluation requirements.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: LIST AND HYPERLINK APPROPRIATE REFERENCES

ADOPTED: DATE
Amended:



DISTRICT PRACTICE:

1. CORE FRENCH (FRENCH AS A SECOND LANGUAGE)

In the Core program, French is offered as a required subject grade 5 through grade 8. Core French is then offered as a Ministry of Education elective through grade 12. Fluency or bilingualism are not goals of this program; however, students learn to communicate within the range of common everyday French vocabulary.

As students' progress through the educational program, the study of French should enable students to:

Thinking and Communicating

- (a) Comprehend key information in slow, clear speech, and other simple texts.
- (b) Comprehend simple stories.
- (c) Interpret non-verbal cues to increase comprehension.
- (d) Use various strategies to support communication.
- (e) Seek clarification of meaning.
- (f) Recognize the relationships between intonation and meaning.
- (g) Respond to simple commands and instructions.
- (h) Participate, with support, in simple interactions involving everyday situations.
- (i) Express themselves and comprehend others through various modes of presentation.

Personal and Social Awareness

- (a) Identify Francophone communities across Canada
- (b) Demonstrate awareness of connections between First Peoples communities and the French language
- (c) Identify a Francophone cultural festival or celebration in Canadian culture, particularly as experienced in Canada.

2. FRENCH IMMERSION

In the immersion program, French is taught not only as a subject but also is used as the language of instruction in other subjects. The aim of the program is to enable students to acquire fluency in French, and should a student continue in the program, to graduate with a Dual Dogwood Diploma. Immersion, beginning in the 4th grade of an educational program and continuing through to the



DISTRICT PRACTICE 8800

FRENCH PROGRAMMING

graduate program, can be expected to provide students with functional bilingualism by the time they graduate.

The French immersion program enrolls a maximum of 28 students and is offered on a first come first serve basis. If registration exceeds 28 all registrations are time and date stamped and placed on a waiting list. Once a cohort of 28 has been filled, entrance into the program in subsequent years can only be permitted if space is available and only if the student transferred in from another French immersion program.

All students registered in French immersion will participate in fall and spring District assessments in English language.

Note: It is important to understand that the program will only operate if there is sufficient enrollment. The Board has determined that the minimum enrollment be set at 25. If less than 25 students register, the program will be assessed by the Superintendent in consultation with the Zone Trustees.

Registration: Siblings of students already enrolled in the program, currently or graduated, will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).

3. INTENSIVE FRENCH

Intensive French (IF) is a second language teaching approach in which French is taught intensively for most of the day for five months during grade 6. The students in the first year of the program receive 80% of their instruction in French in the first half of the year. During the second half of the first year, grade 6 students in the program receive their subject area instruction in English. During the second year in the program, students receive about 5 hours of French instruction each week with their core subject instruction in English.

All students registered in intensive French will participate in fall and spring District and provincial assessments in English language.



DISTRICT PRACTICE 8800

FRENCH PROGRAMMING

Program entry at grade 6:

The following procedures are used for registration for intensive French programs:

- (a) A letter will be sent to all parents of grade 5 students within the zone in February of each school year explaining the program and the registration procedures.
- (b) There will be a deadline set for registration to the program. If more than 28 registrations for the program are received by the deadline, a lottery will be held to determine the students who will participate in the program. If this occurs, a waiting list for the program will be formed, according to the order in which the names were drawn after the class limit of 28 had been reached in the lottery.
- (c) In Windermere zone, each school will have a quota of seats out of the available 28 according to the number of students in grade 5 in the zone. Unused spaces are to be filled by lottery if necessary.
- (d) Siblings of students already enrolled in the program, **currently or graduated**, will not be included in the lottery but will have space in the program if a registration form is received by the deadline (a sibling is defined as one of two or more individuals having one common parent, or for whom parents have legal guardianship).
- (e) Late registrations will be placed on the wait list in the order that they are received.
- (f) Schools are required to inform parents of the opportunity to stay on the waiting list. However, in consideration of language acquisition challenges and student learning needs, entry into the program is closed after September 30 in each school year.

Program entry after grade 6:

Entrance into the second year of the program is only considered if the student has previous experience in French immersion or Intensive French acquired in another school district and there is available space.

Program Exit:

The organization of teaching and learning in IF classrooms is designed to accommodate the diversity of student learning needs. Sometimes, however, students and parents wish to leave the program.

The process for exiting the program will be managed by the principal, and will involve consultation with the parents/guardians, the classroom teacher, and other appropriate school and District personnel including but not limited to the school-based team.

POLICY 8800 French Programming
FORM <INSERT HYPERLINK>

ADOPTED: June 2011
Amended: June 2016, June 2017, March 2021



DISTRICT PRACTICE 8800
FRENCH PROGRAMMING

Graduation

Students who complete an Intensive French Program, graduate with a Dogwood Certificate. Dual Dogwood Certificates are only awarded to students graduating from a French immersion program.

POLICY 8800 French Programming
FORM <INSERT HYPERLINK>

ADOPTED: June 2011
Amended: June 2016, June 2017, March 2021



POLICY 9200
PROBLEM SOLVING PROTOCOL

POLICY:

The Board of Education (“Board”) believes that problems or concerns are best resolved through a meaningful and collaborative problem solving process that begins at the level where the decision was made.

DISTRICT PRACTICE 9200 PROBLEM SOLVING PROTOCOL

REFERENCES: [School Act Section 11](#), Appeal Bylaw II

ADOPTED: December 1996

Amended:



**DISTRICT PRACTICE 9200
PROBLEM SOLVING PROTOCOL**

DISTRICT PRACTICE:

These guidelines are intended to be used and applied as consistently as possible to supplement the appeal process and to assist in its operation.

1. The first step is to discuss the problem or concern with the person(s) who made the decision.
2. If the issue is not satisfactorily resolved, then meet with the appropriate supervisor in the zone (e.g. principal, vice principal, operations supervisor).
3. Next, discuss the issue with the appropriate senior supervisor in the zone (e.g. director of instruction or assistant superintendent) then if not resolved to the superintendent, secretary treasurer and then, if necessary, a school trustee in the zone.
4. If the issue is still not resolved, the student or parent affected by the decision may appeal the case to the Board of Education in accordance with the procedures outlined in the Board's Appeal Bylaw No. II.

POLICY 9200 PROBLEM SOLVING PROTOCOL

ADOPTED: December 1996

Amended:



POLICY 10350

SAFE SCHOOLS

POLICY:

The Board of Education (“Board”) is committed to the creation of a safe and inclusive learning environment. This includes a focus on school connectedness and developing protocols for preventing and intervening in instances of abusive behaviour including harassment, intimidation, violence or threats of violence which may cause harm to students or staff. Instances of abusive behaviour shall be reported and investigated.

DISTRICT PRACTICE 10350 SAFE SCHOOLS

REFERENCES: Policy 5800: District Code of Conduct for Students

ADOPTED:

Amended:



DISTRICT PRACTICE 10350

SAFE SCHOOLS

DISTRICT PRACTICE

The Board of Education, District staff, principals and school staff will work with parents/guardians, students, and the school community to:

1. Develop positive school cultures and focus on prevention.
2. Use school-wide efforts to build “community” fostering respect, inclusion, fairness and equity.
3. Foster trauma sensitive schools and apply a trauma-informed lens to student behavior.
4. Set, communicate and consistently reinforce clear expectations of conduct.
5. Teach, model, and encourage positive social behaviours that contribute to the school community, solve problems in peaceful ways, value diversity and defend human rights.
6. Assume responsibility, in partnership with the wider community, for resolving critical safety concerns.
7. Develop multi-disciplinary (multi-agency) community protocols for violence threat or risk assessment.
8. Work together to better understand issues such as bullying, intimidation, harassment, discrimination, racism, sexism and homophobia, and other worrisome behaviours and to learn new skills to respond effectively to them.
9. Respond consistently to incidents in a fair and reasoned manner, using interventions that repair harm, strengthen relationships, and restore a sense of belonging.
10. Participate in the development of policies, procedures, and practices that promote school safety, including all hazards emergency preparedness.
11. Engage in continuous learning and professional development to foster safe school communities and address emerging safety concerns.
12. Monitor and evaluate school culture for evidence of continuous improvement.
13. Recognize and celebrate achievements, while acknowledging areas that need improvement.

The Board of Education will use the following to address efforts to achieve safe and caring schools:

1. District Codes of Conduct for Students
2. School Codes of Conduct for Students
3. Ministry of Education Safe Caring and Orderly Schools: A Guide
4. Violent Threat Risk Assessment Protocols (VTRA)
5. Expect Respect and a Safe Education Protocol (ERASE)

REFERENCES: Policy 5800: District Code of Conduct for Students

ADOPTED:

Amended:



POLICY 10650
EMERGENCY EVACUATION
PROCEDURES

POLICY:

The Board of Education (“Board”) has established a district practice to be used when bomb threats are received, or an emergency evacuation of the school is required. All situations are to be treated seriously until such time as the validity has been determined.

DISTRICT PRACTICE 10650 EMERGENCY EVACUATION PRODEDURES
FORM 10650.1 FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST
10650.2 FORM EMERGENCY EVACUATION PROCEDURES

ADOPTED: March 1997
Amended: January 2001



DISTRICT PRACTICE 10650
EMERGENCY EVACUATION
PROCEDURES

DISTRICT PRACTICE:

EMERGENCY EVACUATION INCLUDING BOMB THREATS

1. Receiving and Tracking Calls:

- 1.1 The school should ensure that the bomb threat policy checklist attached to this policy is immediately available and known to staff that answer the phone.
- 1.2 Training for receptionist(s) / staff as it relates to taking calls and the checklist should occur each year.
- 1.3 The call should be traced using Star 57 (*57).

2. Evacuation Procedures:

- 2.1 Determine safe exits - using either primary or alternate routes.
- 2.2 School is evacuated for the day.
- 2.3 Principal(s) secure the school building while teachers take attendance as per fire drill procedures.
- 2.4 Student runners take attendance list to collection point. Runners return to classroom teachers with bomb threat code so that teachers are aware to take students to safe site.
- 2.5 Teachers take their classes to safe site(s) determined in 'School Evacuation Plan'.
- 2.6 Principals will call Board Office with names of missing students.
- 2.7 Safe site(s) will have 'School Site Evacuation Plan' including student/staff names and phone numbers and map of school.

3. Principal Communication Responsibilities:

- 3.1 Secretary to call RCMP. 9-1-1
- 3.2 The Principal to call Superintendent or designate.
- 3.3 Superintendent or designate will execute the Emergency Response procedure

4. School Site Evacuation Plan:

- 4.1 This is to be developed by each school and should include a checklist of information to be completed by the school:
 - name of safe site;
 - current list of students and staff names and phone numbers;

POLICY 10650 EMERGENCY EVACUATION PRODEDURES
FORM 10650.1 FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST
10650.2 FORM EMERGENCY EVACUATION PROCEDURES

ADOPTED: March 1997
Amended: January 2001



DISTRICT PRACTICE 10650
EMERGENCY EVACUATION
PROCEDURES

- method of communication with parents;
- transportation arrangements;
- teacher responsibilities for day of Emergency Evacuation/Bomb Threat;
- method of communication to staff re: day two duties/plans;
- plans for school site plan to be communicated to staff, TOCs, students and parents at beginning of school year;
- clear understanding to staff, students and parents that school will be closed for day so that school can be made safe;
- clear understanding of where the safe site is and how to communicate with safe site(s);
- clear indication that unless otherwise stated through the media, school will resume the next day;
- clear indication that RCMP, Administration, District Office and staff reps will consult about the school being safe to re-enter before anyone returns to the school;
- clear indication that any personal items left in the school will remain until the school is authorized for re-entry;
- staff debriefing plan after re-entry;
- info sharing plan for students, parents and community;
- evacuation process assessment.

5. School Search:

- 5.1 To be conducted by the RCMP and (if applicable) trained volunteer firemen.
- 5.2 Staff/student list available for RCMP at safe school along with school maps and pictures.

POLICY 10650 EMERGENCY EVACUATION PRODEDURES
FORM 10650.1 FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST
10650.2 FORM EMERGENCY EVACUATION PROCEDURES

ADOPTED: March 1997
Amended: January 2001



DISTRICT PRACTICE 10650
EMERGENCY EVACUATION
PROCEDURES

6. School Re-entry:

- 6.1 No re-entry on the day of the evacuation.
- 6.2 Expectation that school will be open the day following the evacuation.
- 6.3 Media notification if the school is not to be open on day two.
- 6.4 RCMP/Superintendent or designee/Operations Rep/ Staff rep/CUPE rep/Operations rep to meet at call of RCMP to authorize school re-entry for day two.

7. Post Evacuation:

- 7.1 Staff debriefing plan after re-entry.
- 7.2 Info sharing plan for students, parents, and community.
- 7.3 Evacuation process assessment.

POLICY 10650 EMERGENCY EVACUATION PRODEDURES
FORM 10650.1 FORM FIRE ALARM AND LOCK DOWN PROCEDURE CHECKLIST
10650.2 FORM EMERGENCY EVACUATION PROCEDURES

ADOPTED: March 1997
Amended: January 2001



DISTRICT PRACTICE 10700
AUTOMATIC EXTERNAL
DEFIBRILLATORS PAD PROGRAM

DISTRICT PRACTICE:

Automatic External Defibrillators (AEDs) are portable devices that are applied in an emergency to a person's chest and used to treat sudden cardiovascular arrest. When the heart stops beating normally, AEDs are used to deliver an electric shock that can restore normal rhythm to a heart.

1. Roles and Responsibilities:

Each site must:

1.1 Conduct monthly visual checks of the unit:

- a) Turn off the alarm with the key.
- b) Open the AED lid.
- c) Wait for the AED to indicate status: observe the change of the **Status Indicator** to **Red**. After 5 seconds, verify that the **Status Indicator** returns to **Green**.
- d) Check to ensure the pads are unopened and attached to the AED.
- e) Check the expiration date on the pads.
- f) Listen for voice prompts.
- g) Close the lid and observe the change of the **Status Indicator** to **Red**. After 5 seconds, verify that the **Status Indicator** returns to **Green**.
- h) Check to ensure the spare pads and pediatric pads are present in the carrying case and verify the expiration dates.
- i) Complete the monthly check form and provide that information to the site based health and safety committee.

1.2 Change the AED pads (electrodes) and batteries as required.

1.3 Perform Annual Maintenance (each September) of the unit:

- a) Turn off the alarm with the key.
- b) Immediately after opening the AED lid, press and hold the **Shock** button and confirm that the Service LED is lit.
- c) Release the Shock/Continue button.
- d) Close the lid.
- e) Verify that the Status Indicator remains **Red**.
- f) Open the lid and confirm that no diagnostic indicators are lit.

DISTRICT PRACTICE 10700.1 AUTOMATIC EXTERNAL DEFIBRILLATORS STUDENTS
FORM 10700 AED MONTHLY CHECKLIST

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 10700
AUTOMATIC EXTERNAL
DEFIBRILLATORS PAD PROGRAM

- g) Close the lid.
- h) Verify that the Status Indicator turns **Green**.
- i) Check the integrity of the case.
- j) Contact the AED supplier if you require any replacement parts.

1.4 Maintain CPR/AED training for staff:

- a) This is normally done when first aid tickets are renewed.

1.5 Registering the AED with the BC AED registry and keeping registration information current.

2. Recording:

- a) The monthly visual checks must be recorded in the facilities log section of the monthly safety minutes. Training for staff members must be recorded. These documents must be kept on file.

3. Monitoring:

If the AED unit is used by anyone you must:

- a) Inspect the AED for damage.
- b) Clean the AED with a damp sponge or cloth if required. Use PPE equipment if the AED has been in contact with bodily fluids (potential bio-hazardous material).
- c) Replace the pads and make a note to order a new set from the AED supplier.
- d) Check the AED status indicator is **Green** once it has completed its automatic self-test after the lid has been closed.
- e) Contact your BCAS PAD Facilitator (leisha_lake@hotmail.com).
- f) Connect the serial cable to the PC and to the AED's serial port under the blue rubber data access cover. The voice prompt will say "**Communications Mode**".
- g) Run the RescueLink software program on a computer.
- h) Select **Communications, Get Rescue Data** on the Rescuelink software program.
- i) Select Internal Memory of AED then select OK.
- j) Select a rescue by clicking on the date and press OK.
- k) Ensure the AED data is downloaded and data package is sent to the BC PAD registry at: AEDdata@bcas.ca.
- l) If you have technical questions call 1.800.426.0337.

DISTRICT PRACTICE 10700.1 AUTOMATIC EXTERNAL DEFIBRILLATORS STUDENTS
FORM 10700 AED MONTHLY CHECKLIST

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 10750
CONCUSSION AWARENESS AND
MANAGEMENT

DISTRICT PRACTICE:

This practice is implemented at all schools in connection with District Policy 5100 – Student Safety. The purpose of the practice is to provide staff with clear information and direction when a student suffers a significant impact to the body or head while at school or while participating in a school-sanctioned activity. It is also intended to provide clear information to staff about how to manage a student’s return to school after a concussion is diagnosed, consistent with the plan outlined by the student’s medical health professional.

1. RECOGNIZE

A concussion occurs when there is a significant impact to the head or body that causes the brain to move inside the skull. Common causes of concussion include falls, sport, and recreational-related activities, and motor vehicle crashes. Refer to the concussion recognition tool ([Concussion Awareness Training Tool CATT](#)).

The signs and symptoms of concussion in individuals include, but are not limited to:

- headache; dizziness; nausea; blurred vision; light/sound sensitivity; imbalance; ringing in the ears; seeing “stars”; irritability; fogginess; fatigue; difficulty concentrating; poor memory; neck pain; sadness; confusion.

2. RESPOND

Following a potential concussion-causing event, the individual should be removed from activity immediately and assessed for Red Flags. If any of the Red Flags are present, call an ambulance or seek immediate medical care. **Either way, contact the Parent/Guardian or emergency contact person as soon as practicable.**

Red Flags: neck pain or tenderness; double vision; weakness or tingling/ burning in arms or legs; severe or increasing headache; seizure or convulsion; loss of consciousness; deteriorating conscious state; vomiting; increasingly restless, agitated, or combative.

If no Red Flags are present: do not leave the individual alone; continue to monitor for Red Flags and signs and symptoms of concussion; do not let the individual return to their activity; do not give the individual any immediate medication; do not let the individual leave by themselves; do not let the individual drive or ride a bike.

FORM 10700.1 CONCUSSION RECOGNITION TOOL
10750.2 CONCUSSION GUIDE FOR PARENTS AND GUARDIANS

ADOPTED: April 2018
Amended: MAY 2019



DISTRICT PRACTICE 10750

CONCUSSION AWARENESS AND MANAGEMENT

Note: The Concussion Guide for Parents and Caregivers will provide parents with additional information.

3. MANAGE

Once diagnosed, a concussion can have a significant impact on physical, cognitive, and emotional functioning. The recovery process involves balancing activities such that they do not trigger or worsen symptoms. The recovery process is best done in collaboration with key individuals, such as medical professionals, family members, friends, employers, teachers and school staff, and coaches.

The first and most important step in recovery from a concussion is to rest for 48 hours. The individual will need both physical and cognitive rest in order to allow the brain to heal.

- Physical rest includes participation in activities that do not result in an increased heart rate or breaking a sweat. Restrict: exercise, sports, running, biking, rough play, etc.
- Cognitive activity should be limited, minimizing activities that require concentration and learning. Restrict: reading, electronics (computers, smartphones, video games, TV), work/schoolwork, playing musical instruments, listening to loud music, etc.
- Once symptoms start to improve, or after 48 hours of rest, the individual should begin a step-wise process to return to regular activity, including school, work, sports, etc.
- Symptoms should decrease over the course of time. If you are worried that the individual is not improving, follow-up with a licensed medical professional, such as a physician or nurse practitioner.
- **On average, an adult takes 7 to 10 days to recover from concussion, while children and youth typically take 2 to 4 weeks.** While most concussions resolve within 3 months, persistent symptoms have the potential to cause long-term difficulties. Individuals dealing with symptoms lasting longer than 2 weeks in adults and longer than 4 weeks in children and youth may require additional medical assessment and multidisciplinary management.

FORM 10700.1 CONCUSSION RECOGNITION TOOL
10750.2 CONCUSSION GUIDE FOR PARENTS AND GUARDIANS

ADOPTED: April 2018
Amended: MAY 2019



DISTRICT PRACTICE 10750
CONCUSSION AWARENESS AND
MANAGEMENT

- The recovery period may be influenced by: prior concussions; history of headaches or migraines; learning disabilities; mental health issues; ADHD; use of drugs or alcohol; returning to activities too soon; lack of family or social supports.
- Proper management of a concussion can reduce the risk of complications. It is important that the individual has successfully returned to school or work before fully returning to sport and physical recreation activities. Returning to activity too early may result in more severe symptoms and potentially long-term problems.

[Concussion Awareness Training Tool CATT online](#) has additional information and training materials.

FORM 10700.1 CONCUSSION RECOGNITION TOOL
10750.2 CONCUSSION GUIDE FOR PARENTS AND GUARDIANS

ADOPTED: April 2018
Amended: MAY 2019



DISTRICT PRACTICE 10800
GENDER NEUTRAL WASHROOM

DISTRICT PRACTICE:

1. School District No. 6 (Rocky Mountain) and school administration shall ensure the existence of at least one washroom for use by everyone in every newly-constructed or significantly-renovated building.
2. School District No. 6 (Rocky Mountain) and school administration will ensure an existing washroom is designated for use by everyone in existing buildings.
3. All school district facilities must include signage that makes it clear that the gender neutral washroom(s) are not restricted by gender.

ADOPTED: DATE
Amended:



DISTRICT PRACTICE 10850

SEVERE WINTER WEATHER OR UNSAFE ROAD CONDITIONS

DISTRICT PRACTICE:

- Schools will be open and regular instruction will continue to the greatest extent possible.
- School bus service will not normally be cancelled because of cold weather.
- Individual bus runs may be cancelled because of dangerous road conditions or extremely cold weather resulting in a bus not starting.
- Cancellation of bus runs will be broadcast on local radio stations, CBC, and on Twitter and through School Messenger.
- Students are not expected to wait for a school bus for more than 10 minutes beyond the scheduled pickup time. If a bus has not arrived by that time, students should return to their homes or to another location which has been pre-arranged by the parents.

If enrollment is significantly reduced or staff are unable to get to school due to extreme weather or unsafe road conditions:

- Schools will remain open.
- Staff will notify their supervisor and report to the nearest school that they can access.
- If there is an extraordinary circumstance related to a school and the school must be closed a notification will be sent to parents using School Messenger and will be broadcast on local radio stations, CBC, and on Twitter and School Messenger.
- The decision to send students to school rests with the parents/guardians.
- The educational program will be adjusted based on the number of students at school and the staff who are able to report to work.

PARENTS ARE REQUESTED TO:

- Check for txt/email from school district.
- Listen to radio stations for bus and school information.
- Ensure that children are aware of winter weather expectations.
- Give their child clear instructions of an alternative place they are to go if their bus does not arrive within 10 minutes of the expected time.
- If the child is not a bus student and is not attending school, phone the school to report the child's absence.



POLICY 1400

FRAMEWORK FOR ENHANCING STUDENT LEARNING

POLICY:

The Board of Education recognizes its responsibility to work together with education partners to enhance the learning and success for all students in School District 6 (Rocky Mountain). To that end, and in response to the authority of the Minister of Education to require school districts to establish policies for planning, reporting and capacity building through Sections 8.3 and 81 of the School Act, the Board of Education sets out a local framework for enhancing student learning. This framework reflects a public commitment by education partners to work together to continuously improve student learning in relation to intellectual, human, social and career development as outlined in Statement of Education Policy Order (Mandate for the School System) OIC1280/89. The framework seeks to align local practice with provincial K-12 accountability requirements and other ongoing transformation efforts (curriculum, assessment, reporting). This framework replaces previous mandatory planning, reporting and accountability requirements, specifically Superintendents' Reports on Student Achievement.

The Framework for Enhancing Student Learning...

- Reflects the [Ministry of Education mandate - Educated Citizen](#)
- is to be grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities.
- is to bring a system-wide focus on student learning, to ensure each student in the district achieves his or her full potential.
- is to be designed to be meaningful, impactful, flexible, realistic, and sustainable.
- is to address differences in performance among particular groups of students, most notably Indigenous students, children in care, and students with diverse abilities.
- is to be strength, support-, evidence-, and results-based.
- is to reflect a system-wide commitment to continuous improvement and life-long learning.
- is to reflect our local context.
- is to utilize existing structures and build new ones as required to support provincial and local priorities for enhancing student learning.
- is to build public confidence in our work as a District.

DISTRICT PRACTICE <INSERT HYPERLINK>
FORM <INSERT HYPERLINK>

REFERENCES: The School Act (Sections 8.3 and 81) Statement of Education Policy Order – OIC 1280/89

ADOPTED: DATE
Amended:



POLICY 3000
**BUDGET DEVELOPMENT,
MONITORING AND REPORTING**

POLICY:

The Board of Education “Board” recognizes its responsibility for the effective use of public funds in providing the best possible education to the students in the communities it serves. The Board has a duty to govern the district in a fiscally responsible manner, while carrying out the strategies required to achieve its goals.

The annual operating budget is a financial plan reflecting the implementation and maintenance of the Board’s educational and operational objectives. The financial allocations included in the budget should be consistent with the strategic directions identified in the Board’s Strategic Plan.

In accordance with [Section 156\(12\) of the School Act](#), the Board must not incur a deficit of any kind unless the Board has approval of the Minister of Education or meets criteria prescribed by order of the Minister of Education.

Under [Section 156\(1\) of School Act](#), the Board is required to maintain budgetary control over expenditures, develop an annual budget and submit it to the Ministry of Education in a prescribed form at the time required by the Minister of Education.

A budget reflects the best estimate of planned revenues and expenses as of a point in time. Salary and benefit increases, inflation and other estimated changes must be budgeted. In addition, the budget must include all recurring and one-time revenues and expenditures for the full fiscal year.

AUTHORITY

The Board authorizes the Superintendent and the Secretary Treasurer to develop and implement all procedures required for the development and monitoring of budgets.

RESPONSIBILITIES FOR MANAGING THE BUDGET

The Superintendent and the Secretary Treasurer are delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budgets. The Secretary Treasurer is specifically responsible for the financial management of the budget, and all financial reports.



DISTRICT PRACTICE 3000
BUDGET DEVELOPMENT,
MONITORING AND REPORTING

DISTRICT PRACTICE:

BUDGET DEVELOPMENT

Annual budgets shall be developed based on instructions received from the Ministry of Education. At the beginning of each budget development cycle, the Secretary Treasurer, in collaboration with the Superintendent, shall prepare and present, to the Finance and Audit Committee a recommendation to the Board, for final approval of the budget development plan or budget process.

The original annual budget and 3-year financial plan form the financial planning process and are aimed at ensuring transparency and accountability for the development of the financial forecast of the school district. The process shall include a proposed schedule of engagement activities to sharing the Board's budget information with partner groups and the public as well as receiving budget balancing proposals and feedback on proposed budget balancing options.

The annual budget process for the development of original (preliminary) budgets shall include the following:

- Proposed preliminary budget including base budget estimates and detailed proposed budget balancing proposals presentation.
- Opportunities for local First Nations, Métis Community, partner groups and the public to provide input in budget development.
- Preliminary budget including detailed budget balancing proposals presentation

Board approved preliminary, amended budget and financial planning documents shall be posted on the school district website.

In the development of the annual budget, the following must be observed:

- The budget for any fiscal year shall not deviate materially from the Board's policies and strategic priorities.
- Annual recurring expenditures must not be funded from non-recurring revenues.
- Revenues and expenditures must be projected in a manner that avoids fiscal jeopardy.
- Ancillary programs and activities must be operated to cover all direct and indirect operating costs.
- The Board shall not proceed with major building projects unless funding for the full capital and operating costs has been identified.

POLICY 3000 BUDGET DEVELOPMENT MONITORING AND REPORTING

ADOPTED: 2022

Amended:



DISTRICT PRACTICE 3000
BUDGET DEVELOPMENT,
MONITORING AND REPORTING

BUDGET IMPLEMENTATION, MONITORING AND REPORTING

The Superintendent and the Secretary Treasurer are responsible for the communication and the implementation of the Board approved budget.

The budget is a “living” document. To this end the Board, through policy, intends to provide appropriate flexibility in budget management to enable the senior leadership team to maximize the use of fiscal resources while exercising effective budget control.

The Secretary Treasurer or designate is authorized to approve budget transfers within the Board approved budget in order to facilitate meeting contractual obligations, statutory requirements, approved staffing complement, or approved educational/operational objectives.

Permanent budget transfers that are not formula driven and result in increased or decreased staffing levels must be approved by the Board. In addition, budget transfer requests that would materially alter the Board approved fiscal plan must be approved by the Board.

Under the approval of the Secretary Treasurer, expenditure estimates may be exceeded where directly related revenue sources fully provide for the increased expenditure.

Unless otherwise instructed by the Board, monthly financial reports shall be presented to the Board providing a summative status of the performance against budget. Reporting will include an analysis and explanation of significant budget variances.



POLICY NO. 3100
TENDERING OF AUDIT SERVICES

POLICY:

The Board of Education believe that audit services should be tendered in an attempt to ensure that it is receiving the best service available at a competitive rate.

DISTRICT PRACTICE 3100 TENDERING OF AUDIT SERVICES
REFERENCES:

ADOPTED: February 2018
Amended: January 2020



DISTRICT PRACTICE 3100
TENDERING OF AUDIT SERVICES

DISTRICT PRACTICE:

1. At least once every three years the School District’s auditing service may be placed on tender, subject to the recommendation of the Finance and Audit Committee and the approval of the Board of Education.
2. In addition to cost, in selecting the successful firm, consideration will be given to previous service to the school district or other school districts, locality, reputation, and availability of otherservices.
3. The Secretary Treasurer shall make a recommendation to the Board of Education, as a result of the tendering process, as to the appointment of auditor.

POLICY. 3100 TENDERING OF AUDIT SERVICES

ADOPTED: February 2000
Amended: January 2018



POLICY 3200
ACCUMULATED OPERATING SURPLUS

POLICY:

The Board of Education “Board” is responsible for ensuring fiscal stability, continuous measurement of the district’s financial health, and protecting against unforeseen circumstances which could negatively impact the education of students.

This policy establishes the Board’s objectives in terms of its accumulated operating surpluses. Accumulated operating surpluses are the result of spending less than the revenue that the district earned. Accumulated operating surpluses are an indicator of financial health in that they represent the net resources that can be used to provide future services, support educational goals, and mitigate short-term volatility.

[The Framework for Enhancing Student Learning](#) (Framework) directs the Board to develop and implement a multi-year strategic plan that is aimed at improving educational outcomes for students. The [Financial Planning and Reporting Policy](#) directs the Board to develop multi-year financial plans that identify how resources and operational funding will support their strategic plans.

The financial plans and budgets, including the use of operating surplus, should clearly identify how they support strategic plans and other operational priorities of the school district. The Board must follow the guidelines and rules prescribed in the [Accounting Practices Order](#) and the [School Act](#) that describe the conditions under which surplus can be accumulated, restricted, used and transferred.

GUIDING PRINCIPLES

The following guiding principles form the basis for this policy:

- Healthy surplus levels are important in achieving educational goals including financial health and stability.
- Actual surplus balances need to be considered in regard to other school districts, especially those with similar rural and remote context, on an ongoing basis to gauge whether financial health is being achieved.
- Surplus goals need to be consistent with, and aligned to realistic longer-term financial plans (5 Year Capital Plans and the Long-Term Facility Plan), and the goals of the District Strategic Plan in context of the supporting strategic objectives.
- Provide a contingency for financial risk, unexpected costs, and unforeseen circumstances.

DISTRICT PRACTICE:

The ~~School District's~~ Secretary Treasurer shall be responsible for:

1. Recommending the appropriate balances to be maintained in the internally restricted, contingency reserve and unrestricted accumulated operating surpluses.
2. Recommending any increases/decreases and transfers to/from the operating surplus. Approval by the Board ~~of Education~~ shall be through the ~~school~~ district's annual budgeting process.
3. Recommending any revisions or amendment to this policy, as may be required from time to time, as a result of changes in Ministry of Education (Ministry) directives, accounting standards or economic conditions.
4. Present in the annual budgeting process transfers to local capital which are sufficient to allow efficient replacement or acquisition of assets consistent with the school district's capital plan. Transfers to local capital should be authorized through the budget bylaw or by separate board motion. They should be supported by a planned use of the local capital balance.
5. Present any transfer of funds between the operating fund and the capital fund not included in the ~~school~~ district's annual budgeting process to the Finance and Audit Committee and for approval by the Board ~~of Education~~.
6. Reporting to the public and Board ~~of Education~~.

INTERNALLY RESTRICTED

The accumulated operating surplus built up in the ~~school~~ district's operating fund that has been designated for specific uses. The following are examples of internally restricted categories:

1. Internally restricted due to nature of constraints on the funds. In recognition of some monies having constraints as to how they can be spent, funds may need to be internally restricted at the end of the fiscal year. Funds with external restrictions are to be included in Special Purpose Funds. Examples of categories are as follows:
 - Contractual obligations;
 - Aboriginal education; and
 - Education plan.

2. Internally restricted due to anticipated unusual expenses identified. To support effective planning, there may be situations where Senior District Management has identified unusual non-recurring expenses anticipated to be spent in the upcoming fiscal year that will not be funded by revenues of that year. Examples of categories are as follows:
 - Exempt staff compensation;
 - Staffing and labour relations;
 - Employee benefits;
 - Anticipated severance; and
 - Implementation of new curriculum.

3. Internally restricted due to operations spanning the current school year:
 - Future years operations;
 - Schools and department surpluses and carry-forwards;
 - Distributed learning and international student programs;
 - Operating projects in progress;
 - Technology, financial software transition, utilities, equipment and capital projects not specifically identified for specific initiatives; and
 - Strategic planning in context to the long-term facilities plan.

CONTINGENCY RESERVE

A portion of restricted surplus established to mitigate any negative impact that short-term volatility or emergent needs might cause.

1. Upon review of the annual financial statements, the Board ~~of Education~~ will restrict a portion of accumulated operating surplus for the purpose of forming a contingency reserve.

2. The contingency reserve will be sufficient to reduce, to an appropriate level, financial forecast risk and/or unforeseen circumstances.
 - a. For major emergent operating situations. Such emergent situations cannot be anticipated and budgeted for (inclement weather, forest fires, and major equipment failure) and it may not be feasible to absorb the cost of such events in other budget areas in any given year.

- b. For one-time and intermittent projects. The school district undertakes certain one-time and/or intermittent projects that are larger in terms of costs. If these projects were funded from annual per-pupil based operating grants from the Ministry ~~of Education~~, annual fluctuations in educational service levels may result; therefore, it is not prudent to fund these projects from current annual per-pupil based operating grants from the Ministry ~~of Education~~.
 - c. To offset unrealized revenues. Some of the school districts revenue sources (International Student Program, facility rentals) are cyclical in nature and thus are subject to downturns in the economy. The school district tries to anticipate economic downturns by budgeting for a base dollar amount of these revenues in its general operations. Despite its best efforts, the school district is exposed to the possibility of unrealized revenues and/or declines in base revenues from year to year. It is not always possible to count on budgetary savings or other revenues to offset these shortfalls.
3. If accumulated operating surplus available and restricted for the purpose of the contingency reserve is not sufficient, the Board ~~of Education~~ will allocate additional funds from the annual budget of the subsequent fiscal year to increase the contingency reserve.
 4. The contingency reserve is to be used only to fund additional cost pressures that result from circumstances beyond the school district's control, or, with the Board ~~of Education~~'s approval, in response to unforeseen circumstances.
 5. When use of the contingency reserve reduces the balance below what is determined to be sufficient, the Board ~~of Education~~ will adopt strategies for replenishing the contingency reserve within an appropriate timeframe.

UNRESTRICTED

The accumulated operating surplus built up in the school district's operating fund that has not been designated for specific uses.

1. The school district needs to maintain unrestricted operating surplus balances for working capital purposes to maintain operating expenditures before operating grants from the Ministry ~~of Education~~ are received.
2. Maintaining minimum working capital levels eliminates or reduces the need to borrow externally and/or internally for operations.
3. The school district may also require emergency funds from time to time, from its unrestricted operating surplus balance, for unforeseen costs.

4. The amount of Unrestricted Operating Surplus at the end of a fiscal year should be no less than 1% and no more than 3% of total operating budget.

REPORTING AND COMMUNICATION TO PUBLIC

1. Accumulated Operating Surplus balances and changes will be reported in the Annual Financial Statements.
2. The District must provide the Ministry with an annual report on the budget allocation decisions (including operating surplus and local capital) demonstrating that approved allocations support boards' strategic objectives. Appendix A will be used to report on operating surplus and Appendix B to report on Capital surplus.
3. To ensure the Ministry receives all information relevant to operating surplus the Secretary Treasurer will provide additional information explaining how the funds were accumulated and how the operating surplus will be used through the Financial Statement Discussion and Analysis (FSD&A). The FSD&A will explain how operating surplus was used to support Board strategic plans.



POLICY 3300
GRANT APPLICATIONS

POLICY:

The Board of Education of School District No. 6 (Rocky Mountain) recognizes that the resources to fully fund public education in the K – 12 sector are the responsibility of the provincial government through the Ministry of Education. However, in order to provide enhanced or enriched educational opportunities for students or develop positive relationships with the community, the Board may seek or accept external funding through donations or grants.

DISTRICT PRACTICE 3300 GRANT APPLICATIONS

ADOPTED: May 14, 2019
Amended: March 10, 2020



DISTRICT PRACTICE 3300 GRANT APPLICATIONS

DISTRICT PRACTICE:

1. The District or schools may apply for grants from foundations and/or granting agencies by submitting an application providing that the proposed project/activity:
 - a) is consistent with the values, goals, directions of the school and District;
 - b) responds to a clearly understood educational need;
 - c) supports and does not undermine, either implicitly or explicitly, existing programs;
 - d) is beneficial to the school and/or community;
 - e) does not directly benefit in a material way an individual student or staff member;
 - f) does not require matching District funds unless prior approval from the Board has been obtained (school-generated funds can be used for matching requirements);
 - g) is subject to District procedures regarding accounting and tax receipts; and
 - h) neither exploits a captive audience nor exerts direct pressure to compel students, parents or the school community to support any commercial enterprise.
2. Principals may commit to grant applications in aggregate for a single project for up to \$5,000 and manage the project locally. Any grant submissions in aggregate for a single project for greater than \$5,000 must come to the Secretary Treasurer (or designate) for consideration and will be managed at the District level.
3. Only Principals (up to \$5,000), the Secretary Treasurer or the Superintendent may sign grant applications on behalf of the school or the District. **All** contracts in the name of the District must be executed by approved representatives of the District (i.e., Secretary Treasurer, Superintendent or designate).
4. Use of the District's charity number will be limited to those grants for which the District, school, or an intermediary (an agent or contractor) is an applicant and the District is the beneficiary.
5. School Parents' Advisory Council (PAC) or District Parents' Advisory Council (DPAC) should work with the school Principal or Superintendent prior to applying for grants that will impact the school/District. This will help ensure that if the grant is received, the school/District will support the project's implementation.



POLICY 3400

FEES FOR EDUCATION PROGRAMS

POLICY:

The Board of Education shall provide free of charge to every student, of school age, resident in the district and enrolled in an education program, to meet the general requirements for graduation set out in the [Ministerial Order M302/04](#):

- Any education resource materials necessary to participate in a standard education program.

For special projects in an educational program or field trips, if optional, participants may be expected to provide some of the associated costs.

Fees may be charged for non-education programs for such items as Students' Council, agenda books and lockers.

To ensure that fees do not become a barrier to student participation in educational programs, schools will establish fair, sensitive and confidential procedures which will allow participation by students who would otherwise be excluded due to financial hardship.

Principals, in consultation with senior staff, are to determine and shall advise parents how to access assistance when ability to pay is a concern.

DISTRICT PRACTICE 3400: FEES FOR EDUCATIONAL PROGRAMS

REFERENCES: [The School Act, Section 82](#), [Ministerial Order 236/07 \(M236/07\)](#).

ADOPTED: Nov. 1997
Amended: Feb. 2021



DISTRICT PRACTICE 3400

FEEES FOR EDUCATION PROGRAMS

DISTRICT PRACTICE:

1. Educational resource materials are material sources of knowledge or expertise that relate to education or educational programs. School supplies which the student owns and uses personally are not educational resource materials within the meaning of the [School Act](#).
2. This district practice and accompanying policy pertains to curricular programs only.

POLICY 3400: FEES FOR EDUCATIONAL PROGRAMS

REFERENCES: [The School Act, Section 82](#), [Ministerial Order 236/07 \(M236/07\)](#).

ADOPTED: Nov. 1997
Amended: Feb. 2021



POLICY 3800

EXPENSES ON BOARD OF EDUCATION BUSINESS

POLICY:

The Board of Education (“Board”) recognizes that there are occasions when Trustees and other personnel in the District are required to travel within and outside the District in the performance of their duties. Where a Trustee, an employee, or other persons, approved by the Board or its senior leadership team, incur out-of-pocket expenses in the performance of such duties, the Board agrees to make reimbursement consistent with the regulations contained herein. The rate will be updated in accordance with the Rocky Mountain Teachers’ Association collective agreement.

POLICY 3800 EXPENSES ON BOARD OF EDUCATION BUSINESS
FORM 3800.1 EXPENSE CLAIM FORM – STAFF
FORM 3800.2 EXPENSE CLAIM FORM – SENIOR LEADERSHIP TEAM

ADOPTED: February 1996

Amended: March 2001, March 2003, June 2006, April 2011, April 2016, January 2017, April 2017, May 2018, April 2019, March 2020, June 2020, September 14, 2021



DISTRICT PRACTICE 3800
EXPENSES ON BOARD OF
EDUCATION BUSINESS

DISTRICT PRACTICE:

1. Information Regarding Claiming Expenses When Traveling:

Receipts

The School District will provide reimbursement for the expenses incurred in the course of District business. The School District will not provide reimbursement for alcoholic beverages. **Receipts are required for all expenses except meals where the meal allowance is claimed** (meal allowances cannot be claimed when meals are provided during the event/activity). All receipts must indicate that the amount claimed has been paid including the detail of the items consumed. Personal expenses must not be included on receipts. If paid by credit card, the receipt or comparable proof of payment (i.e. copy of credit card statement) must be attached. Do not include expenses which were paid for other persons accompanying the individual. Each person must claim their own expenses.

Tips

Tips to a maximum of 15% of the cost of the meal, as per the cost limits outlined in section 4 below, may be claimed with proof of payment. If there is a desire to tip more than 15% the additional cost will be covered by the individual personally.

2. Mode of Transportation

The most economical method must be utilized considering travel time during the workday and other allowances eligible within this policy. If an individual opts to use their ~~own~~ own vehicle rather than travel by commercial transport, they may will claim the equivalent airfare if the cost is less. Meals, overnight costs and any other charges may only be claimed in accordance with what they would have been if they had travelled by air. Travelers must minimize interruption to learning when making travel arrangements.

2.1 By Car

Reimbursement is set at the rate ~~of \$.58~~ per kilometer as defined the BCTF/RMTA collective agreement. Where possible, carpooling should be used. Receipted parking charges will be reimbursed.

2.2 By Air

Receipts or tickets must be attached for airfare.

2.3 By Ferry

Receipts are required when vehicles are used. (Walk-on passengers do not need to submit a receipt.)



DISTRICT PRACTICE 3800
EXPENSES ON BOARD OF
EDUCATION BUSINESS

2.4 By Taxi

The most economical method of transportation should be used where possible (e.g. airport bus). If taxis must be used, please attach receipts.

3. Accommodation

- Individuals who stay with a friend or relative may claim \$30.00 per night without a receipt.
- Please ask for government rates when making hotel reservations.
- Hotel bills are required as proof of payment.
- If family is travelling with the individual, only the single rate ~~can be charged~~ will be reimbursed for hotel stays.

4. Meals When Traveling for Board Business

- Employees are only eligible to claim meals when they are traveling for Board business outside of their regular duties.

4.1 Out of District:

FULL DAY	\$60.00
Breakfast	\$16.00
Lunch	\$19.00
Dinner	\$25.00

4.2 In District (out of zone travel only):

FULL DAY	\$47.00
Breakfast	\$13.00
Lunch	\$15.00
Dinner	\$19.00

4.3 On the Day of Departure (out of zone travel only):

- To claim breakfast - leave before ~~7:00~~6:30 a.m. and be away for more than 4 consecutive hours.
- To claim lunch - leave before ~~12:11~~1:00 noon a.m. and be away for more than 4 consecutive hours.
- To claim dinner - leave before ~~64~~4:00 p.m. and be away for more than 4 consecutive hours

* for Kimberley Zone-based employees, travel to Cranbrook is considered to be "in-zone".

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**DISTRICT PRACTICE 3800
EXPENSES ON BOARD OF
EDUCATION BUSINESS**

5. Miscellaneous Expenses

Telephone calls, internet charges, courier bills, photocopying charges, etc. may be claimed if they are directly related to district business.

6. Trustee Travel in District

Trustees will only be able to claim for travel within the District which occurs when travelling outside of their zone.



POLICY 6000
COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

POLICY:

It is the policy of the Board of Education (“Board”) to allow the use of school facilities and/or grounds for community purposes subject to the following guidelines and in accordance with the associated district practice.

School functions take precedence over all others and any use of facilities and/or grounds which may interfere with school instructional time will not be permitted.

The following are the priorities for the use of school facilities:

- ~~(a)~~ School Staff use
- ~~(b)~~ College Use
- ~~(c)~~ Cultural and recreational events organizations and clubs (non-profit)
- ~~(d)~~ Commercial enterprises

~~(d)~~ Note: Joint use agreements between the District and other bodies/institutions supersede this policy.

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The use of school facilities and grounds will be discouraged if other suitable facilities and grounds are available in the community.

DISTRICT PRACTICE 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES
FORM 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

ADOPTED: Feb.1999
Amended: Feb. 2000, Mar. 2003, Jun. 2006, Jun 2008, Feb. 2010, May 2013, Oct. 2015, Jan. 2020



DISTRICT PRACTICE 6000
COMMUNITY USE OF SCHOOL
DISTRICT PROPERTY AND
FACILITIES

DISTRICT PRACTICE:

1. BOOKING FACILITIES

- 1.1 The principal or the principal designate will be responsible for booking all activities in the school. All users will be required to sign the appropriate application form prior to use of facility. These forms are available at the school.
- 1.2 All facilities should be booked at least two weeks in advance of the event.
- 1.3 Schools will not be used, except with the approval of the Director of Operations or Operations Supervisor during the following periods: Christmas break, spring break, and summer break, in order to facilitate maintenance and cleaning. Those wishing to book facilities during these periods should submit their request one month in advance.

2. CONDITIONS

- 2.1 Groups booking school facilities will be required to have appropriate liability insurance and provide proof of insurance where required.
- 2.2 Smoking, vaping or the use of tobacco products is not permitted in School District buildings or on School District property.
- 2.3 Alcohol is only permitted on District property if permission is obtained from the Board of Education. A copy of a valid liquor license must be provided to the District Administration Office.
- 2.4 No person except a District employee authorized by the school's principal or the Director of Operations will be given keys or alarm combinations to the school.
- 2.5 On regular scheduled school days, a District employee shall be in attendance when school facilities are being used. An approved permit may need to be presented.
- 2.6 When school is not in session, a District employee will be called to open, close and clean the facility, as necessary. The user group will pay the cost of this call-out.
- 2.7 Groups using school facilities will be responsible for the costs of:
 - (a) rental of the facility, if applicable (see Schedule of User Fees);
 - (b) cleaning of the facility to a standard required by the Director of Operations or designate;

POLICY 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES
FORM 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

ADOPTED: Feb.1999

Amended: Feb. 2000, Mar. 2003, Jun. 2006, Jun 2008, Feb. 2010, May 2013, Oct. 2015, Jan. 2020



DISTRICT PRACTICE 6000
COMMUNITY USE OF SCHOOL
DISTRICT PROPERTY AND
FACILITIES

- (c) damage to school property caused by the use of the facility by the user group;
- (d) alarm call-outs caused by members of the user group;
- (e) supervision of the facilities used and seeing that the members of the user group remain in the rented area;
- (f) seeing that all equipment approved for use is returned to its rightful place; and
- (g) any extra services that are required by the user.

- 2.8 The user group shall provide proper supervision to safeguard school property and will ensure that all policies and district practices of the District and the fire marshal are complied with.
- 2.9 The use of street shoes, or other footwear which could damage gym floors, is prohibited.
- 2.10 No equipment may be borrowed and removed from school property or used within the school by outside groups or individuals without the principal's approval or, in their absence, the principal designate.
- 2.11 Where special equipment such as projectors, video conference system, public announcement systems, or stage lighting are required, a trained operator must be in attendance.
- 2.12 The principal has the authority to refuse any group or organization the use of school facilities.

POLICY 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES
FORM 6000 COMMUNITY USE OF SCHOOL DISTRICT PROPERTY AND FACILITIES

ADOPTED: Feb.1999

Amended: Feb. 2000, Mar. 2003, Jun. 2006, Jun 2008, Feb. 2010, May 2013, Oct. 2015, Jan. 2020

DATE: February 8, 2022

TO: Board of Trustees

FROM: Alan Rice, Secretary Treasurer

SUBJECT: Amended Annual Budget – June 30, 2022

ORIGINATOR: Alan Rice, Secretary Treasurer

REFERENCE: Amended Annual Budget – June 30, 2022



ISSUE

In accordance with section 113 of the School Act the Minister is requiring Amended Annual Budgets to be prepared, adopted by bylaw and submitted by February 28, 2022.

BACKGROUND

The ministry requires school boards to account fully for how they manage and spend the government's education funding. School District Financial Reporting provides school boards with a financial reporting framework. It also works with all boards to provide them with instructions and direction on budgeting, accounting and the reporting of the funds they receive from both the ministry and other sources. Under Section 113 (1)(a) and 9109B0, each year the Board must adopt an amended annual budget for that fiscal year.

CURRENT SITUATION

As a part of the 2021/22 collaborative budget process, we met with all principals and senior management to review staffing and discretionary spending. We have responded to our increase in enrollment from standard schools as well as additional funding provided by the Ministry in the continued response to COVID-19. The budget review process also aimed to ensure the alignment of budget allocations with the FESL, district operational plans and school plan for student success.

School District No. 6 (Rocky Mountain) is estimating to receive 85.6% of its operating revenue from provincial Ministry of Education (MOE) and other grants, 8.4% from tuition, 5.5% from local capital reserves, 0.3% from prior year appropriated surplus, and 0.2% from other sources. The proposed operating budget for 2021/22 is allocated to be spent on salaries and benefits 83.14%; services and supplies 6.83%; student transportation, PD and travel, rentals and leases, dues and fees and insurance 8.11%; and utilities 1.92%.

Mr. Rice presented the Amended Annual Budget in detail to the Finance and Audit committee. They are recommending that the Board consider all three readings of the 2021/2022 Amended Annual Budget as presented.



- Statement 2 – Revenue and Expense (original signatures required once finalized)
- Statement 4 – Change in Net Financial Assets (Debt)
- Schedule 1 – Schedule of Changes in Accumulated Surplus (Deficit) by Fund
- Schedule 2 – Operating Revenue and Expense
- Schedule 2A – Schedule of Operating Revenue by Source
- Schedule 2B – Schedule of Operating Expense by Object
- Schedule 2C – Operating Expense by Function, Program and Object
- Schedule 3 – Special Purpose Revenue and Expense
- Schedule 3A – Changes in Special Purpose Funds
- Schedule 4 – Capital Revenue and Expense

RECOMMENDATION

That the Board of Education of School District No.6 (Rocky Mountain) approve first, second and third and final reading of the 2021-2022 Amended Annual Budget Bylaw for fiscal year 2021-2022.

STRATEGIC ALIGNMNET

Resource allocation for student success, budget monitoring and financial stewardship.



Amended Annual Budget

School District No. 06 (Rocky Mountain)

June 30, 2022

School District No. 06 (Rocky Mountain)

June 30, 2022

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*NOTE - Statement 1, Statement 3, Statement 5 and Schedules 4A - 4D are used for Financial Statement reporting only.

AMENDED ANNUAL BUDGET BYLAW

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 06 (ROCKY MOUNTAIN) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 06 (Rocky Mountain) Amended Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached Statement 2 showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$56,949,571 for the 2021/2022 fiscal year was prepared in accordance with the *Act*.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2021/2022.

READ A FIRST TIME THE 8th DAY OF FEBRUARY, 2022;

READ A SECOND TIME THE 8th DAY OF FEBRUARY, 2022;

READ A THIRD TIME, PASSED AND ADOPTED THE 8th DAY OF FEBRUARY, 2022;

(Corporate Seal)

Chairperson of the Board

Secretary Treasurer

I HEREBY CERTIFY this to be a true original of School District No. 06 (Rocky Mountain) Amended Annual Budget Bylaw 2021/2022, adopted by the Board the 8th DAY OF FEBRUARY, 2022.

Secretary Treasurer

School District No. 06 (Rocky Mountain)

Statement 2

Amended Annual Budget - Revenue and Expense

Year Ended June 30, 2022

	2022 Amended Annual Budget	2021 Amended Annual Budget
Ministry Operating Grant Funded FTE's		
School-Age	3,482,563	3,303,438
Adult	3,500	0,750
Total Ministry Operating Grant Funded FTE's	3,486,063	3,304,188
Revenues	\$	\$
Provincial Grants		
Ministry of Education	47,761,984	46,747,847
Tuition	4,194,290	1,008,900
Other Revenue	1,046,236	1,322,818
Rentals and Leases	47,140	47,140
Investment Income	109,100	147,075
Amortization of Deferred Capital Revenue	1,928,035	1,923,721
Total Revenue	55,086,785	51,197,501
Expenses		
Instruction	42,667,992	38,648,754
District Administration	1,903,354	1,795,450
Operations and Maintenance	9,072,992	8,976,187
Transportation and Housing	2,171,247	2,102,907
Debt Services	10,400	14,290
Total Expense	55,825,985	51,537,588
Net Revenue (Expense)	(739,200)	(340,087)
Budgeted Allocation (Retirement) of Surplus (Deficit)	207,717	535,450
Budgeted Surplus (Deficit), for the year	(531,483)	195,363
Budgeted Surplus (Deficit), for the year comprised of:		
Operating Fund Surplus (Deficit)		
Special Purpose Fund Surplus (Deficit)		
Capital Fund Surplus (Deficit)	(531,483)	195,363
Budgeted Surplus (Deficit), for the year	(531,483)	195,363

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Revenue and Expense
Year Ended June 30, 2022

	2022 Amended Annual Budget	2021 Amended Annual Budget
Budget Bylaw Amount		
Operating - Total Expense	46,796,796	41,244,779
Special Purpose Funds - Total Expense	5,751,481	6,769,009
Special Purpose Funds - Tangible Capital Assets Purchased	309,097	408,967
Capital Fund - Total Expense	3,277,708	3,523,800
Capital Fund - Tangible Capital Assets Purchased from Local Capital	814,489	910,061
Total Budget Bylaw Amount	56,949,571	52,856,616

Approved by the Board

Signature _____ Date _____
Signature _____ Date _____
Signature _____ Date _____

DRAFT

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Changes in Net Financial Assets (Debt)

Year Ended June 30, 2022

	2022 Amended Annual Budget	2021 Amended Annual Budget
	\$	\$
Surplus (Deficit) for the year	(739,200)	(340,087)
Effect of change in Tangible Capital Assets		
Acquisition of Tangible Capital Assets		
From Operating and Special Purpose Funds	(309,097)	(408,967)
From Local Capital	(814,489)	(910,061)
From Deferred Capital Revenue	(2,539,795)	(2,442,512)
Assets acquired by Lease	(441,520)	(100,000)
Total Acquisition of Tangible Capital Assets	(4,104,901)	(3,861,540)
Amortization of Tangible Capital Assets	3,267,308	3,509,510
Total Effect of change in Tangible Capital Assets	(837,593)	(352,030)
Acquisitions of Prepaid Expenses	(50,000)	(50,000)
Use of Prepaid Expenses	50,000	100,000
	-	50,000
(Increase) Decrease in Net Financial Assets (Debt)	(1,576,793)	(642,117)

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2022

	Operating Fund	Special Purpose Fund	Capital Fund	2022 Amended Annual Budget
	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	1,687,730	54,031	29,277,526	31,019,287
Changes for the year				
Net Revenue (Expense) for the year	244,203	309,097	(1,292,500)	(739,200)
Interfund Transfers				
Tangible Capital Assets Purchased		(309,097)	309,097	-
Other	(451,920)		451,920	-
Net Changes for the year	(207,717)	-	(531,483)	(739,200)
Budgeted Accumulated Surplus (Deficit), end of year	1,480,013	54,031	28,746,043	30,280,087

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Operating Revenue and Expense
Year Ended June 30, 2022

	2022 Amended Annual Budget	2021 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	42,511,633	40,567,521
Tuition	4,194,290	1,008,900
Other Revenue	192,936	215,493
Rentals and Leases	47,140	47,140
Investment Income	95,000	112,500
Total Revenue	47,040,999	41,951,554
Expenses		
Instruction	36,961,065	31,906,979
District Administration	1,897,754	1,782,800
Operations and Maintenance	6,085,272	5,778,000
Transportation and Housing	1,852,705	1,777,000
Total Expense	46,796,796	41,244,779
Net Revenue (Expense)	244,203	706,775
Budgeted Prior Year Surplus Appropriation	207,717	535,450
Net Transfers (to) from other funds		
Local Capital		(930,061)
Other	(451,920)	(312,164)
Total Net Transfers	(451,920)	(1,242,225)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 06 (Rocky Mountain)

Schedule 2A

Amended Annual Budget - Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Amended Annual Budget	2021 Amended Annual Budget
	\$	\$
Provincial Grants - Ministry of Education		
Operating Grant, Ministry of Education	41,988,413	39,112,369
ISC/LEA Recovery	(108,936)	(131,493)
Other Ministry of Education Grants		
Pay Equity	207,823	207,823
Student Transportation Fund	369,399	369,399
Support Staff Benefits Grant	44,902	44,902
Teachers' Labour Settlement Funding		884,489
Early Career Mentorship Funding		70,000
FSA Scorer Grant	8,187	8,187
Early Learning Framework Implementation	1,845	1,845
Total Provincial Grants - Ministry of Education	42,511,633	40,567,521
Tuition		
International and Out of Province Students	4,194,290	1,008,900
Total Tuition	4,194,290	1,008,900
Other Revenues		
Funding from First Nations	108,936	131,493
Miscellaneous		
Artists in Education	7,200	7,200
Donations	9,000	9,000
Other	67,800	67,800
Total Other Revenue	192,936	215,493
Rentals and Leases	47,140	47,140
Investment Income	95,000	112,500
Total Operating Revenue	47,040,999	41,951,554

School District No. 06 (Rocky Mountain)

Schedule 2B

Amended Annual Budget - Schedule of Operating Expense by Object
Year Ended June 30, 2022

	2022 Amended Annual Budget	2021 Amended Annual Budget
	\$	\$
Salaries		
Teachers	15,260,438	13,466,306
Principals and Vice Principals	3,304,839	2,720,620
Educational Assistants	3,126,577	3,444,238
Support Staff	4,155,474	3,969,541
Other Professionals	4,071,142	3,668,576
Substitutes	1,753,930	1,326,465
Total Salaries	31,672,400	28,595,746
Employee Benefits	7,234,390	6,784,470
Total Salaries and Benefits	38,906,790	35,380,216
Services and Supplies		
Services	1,153,695	1,112,671
Student Transportation	413,460	140,250
Professional Development and Travel	705,178	677,437
Rentals and Leases	29,000	8,600
Dues and Fees	2,496,414	823,816
Insurance	147,500	152,500
Supplies	2,044,759	2,049,289
Utilities	900,000	900,000
Total Services and Supplies	7,890,006	5,864,563
Total Operating Expense	46,796,796	41,244,779

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	13,818,329	703,996	153,203	666,194	274,695	1,425,880	17,042,297
1.03 Career Programs							-
1.07 Library Services	155,137			134,262			289,399
1.08 Counselling	348,972						348,972
1.10 Special Education	937,930	119,735	2,906,756	13,065	544,108	138,625	4,660,219
1.30 English Language Learning	70						70
1.31 Indigenous Education		119,735	66,618		654,295	3,500	844,148
1.41 School Administration		2,354,548		295,044		18,925	2,668,517
1.61 Continuing Education		6,825					6,825
1.62 International and Out of Province Students				45,727	551,428		597,155
Total Function 1	15,260,438	3,304,839	3,126,577	1,154,292	2,024,526	1,586,930	26,457,602
4 District Administration							
4.11 Educational Administration					215,555		215,555
4.40 School District Governance					125,950		125,950
4.41 Business Administration					911,373		911,373
Total Function 4	-	-	-	-	1,252,878	-	1,252,878
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration					269,205	5,000	274,205
5.50 Maintenance Operations				2,189,896	311,435	90,000	2,591,331
5.52 Maintenance of Grounds				80,557		15,000	95,557
5.56 Utilities							-
Total Function 5	-	-	-	2,270,453	580,640	110,000	2,961,093
7 Transportation and Housing							
7.41 Transportation and Housing Administration					100,407		100,407
7.70 Student Transportation				730,729	112,691	57,000	900,420
Total Function 7	-	-	-	730,729	213,098	57,000	1,000,827
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	15,260,438	3,304,839	3,126,577	4,155,474	4,071,142	1,753,930	31,672,400

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Operating Expense by Function, Program and Object
Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Amended Annual Budget	2021 Amended Annual Budget
	\$	\$	\$	\$	\$	\$
1 Instruction						
1.02 Regular Instruction	17,042,297	3,738,063	20,780,360	1,286,953	22,067,313	19,083,965
1.03 Career Programs	-		-	1,500	1,500	8,100
1.07 Library Services	289,399	75,160	364,559	101,164	465,723	511,123
1.08 Counselling	348,972	80,680	429,652	8,100	437,752	408,782
1.10 Special Education	4,660,219	1,217,376	5,877,595	179,630	6,057,225	6,352,232
1.30 English Language Learning	70	16	86	1,100	1,186	7,198
1.31 Indigenous Education	844,148	221,064	1,065,212	173,455	1,238,667	1,079,578
1.41 School Administration	2,668,517	564,083	3,232,600	114,873	3,347,473	3,374,953
1.61 Continuing Education	6,825	1,375	8,200	-	8,200	8,048
1.62 International and Out of Province Students	597,155	87,334	684,489	2,651,537	3,336,026	1,073,000
Total Function 1	26,457,602	5,985,151	32,442,753	4,518,312	36,961,065	31,906,979
4 District Administration						
4.11 Educational Administration	215,555	51,426	266,981	23,150	290,131	292,000
4.40 School District Governance	125,950	6,000	131,950	85,440	217,390	205,800
4.41 Business Administration	911,373	201,829	1,113,202	277,031	1,390,233	1,285,000
Total Function 4	1,252,878	259,255	1,512,133	385,621	1,897,754	1,782,800
5 Operations and Maintenance						
5.41 Operations and Maintenance Administration	274,205	63,435	337,640	134,320	471,960	428,122
5.50 Maintenance Operations	2,591,331	653,035	3,244,366	1,046,104	4,290,470	4,019,824
5.52 Maintenance of Grounds	95,557	24,785	120,342	129,500	249,842	262,948
5.56 Utilities	-		-	1,073,000	1,073,000	1,067,106
Total Function 5	2,961,093	741,255	3,702,348	2,382,924	6,085,272	5,778,000
7 Transportation and Housing						
7.41 Transportation and Housing Administration	100,407	22,005	122,412	17,797	140,209	115,101
7.70 Student Transportation	900,420	226,724	1,127,144	585,352	1,712,496	1,661,899
Total Function 7	1,000,827	248,729	1,249,556	603,149	1,852,705	1,777,000
9 Debt Services						
Total Function 9	-	-	-	-	-	-
Total Functions 1 - 9	31,672,400	7,234,390	38,906,790	7,890,006	46,796,796	41,244,779

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Special Purpose Revenue and Expense
Year Ended June 30, 2022

	2022 Amended Annual Budget	2021 Amended Annual Budget
	\$	\$
Revenues		
Provincial Grants		
Ministry of Education	5,202,978	6,065,326
Other Revenue	853,300	1,107,325
Investment Income	4,300	5,325
Total Revenue	6,060,578	7,177,976
Expenses		
Instruction	5,706,927	6,741,775
District Administration	5,600	12,650
Operations and Maintenance	16,667	14,584
Transportation and Housing	22,287	
Total Expense	5,751,481	6,769,009
Net Revenue (Expense)	309,097	408,967
Net Transfers (to) from other funds		
Tangible Capital Assets Purchased	(309,097)	(408,967)
Total Net Transfers	(309,097)	(408,967)
Budgeted Surplus (Deficit), for the year	-	-

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	Special Education Equipment	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK
	\$	\$	\$	\$	\$	\$		\$	\$
Deferred Revenue, beginning of year	109,859	9,867	33,450	82,233	963,363	51,780	75,873	-	21,067
Add: Restricted Grants									
Provincial Grants - Ministry of Education	191,676	142,398				96,000	22,050	87,476	399,482
Other				4,600	867,000				
Investment Income				2,300	2,000				
	191,676	142,398	-	6,900	869,000	96,000	22,050	87,476	399,482
Less: Allocated to Revenue	201,535	152,265	10,000	5,600	852,000	147,780	97,923	87,476	420,549
Deferred Revenue, end of year	100,000	-	23,450	83,533	980,363	-	-	-	-
Revenues									
Provincial Grants - Ministry of Education	201,535	152,265	10,000			147,780	97,923	87,476	420,549
Other Revenue				3,300	850,000				
Investment Income				2,300	2,000				
	201,535	152,265	10,000	5,600	852,000	147,780	97,923	87,476	420,549
Expenses									
Salaries									
Teachers								34,284	102,851
Educational Assistants		117,187							33,312
Support Staff									
Other Professionals									180,908
Substitutes							41,200		
	-	117,187	-	-	-	-	41,200	34,284	317,071
Employee Benefits		35,078					1,905	7,976	81,778
Services and Supplies	16,667			5,600	852,000	147,780	54,818	45,216	21,700
	16,667	152,265	-	5,600	852,000	147,780	97,923	87,476	420,549
Net Revenue (Expense) before Interfund Transfers	184,868	-	10,000	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	(184,868)		(10,000)						
	(184,868)	-	(10,000)	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Changes in Special Purpose Funds

Year Ended June 30, 2022

	Classroom Enhancement Fund - Overhead	Classroom Enhancement Fund - Staffing	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School / Restart: Health & Safety Grant	Federal Safe Return to Class Fund	TOTAL
	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	-	-	17,427	43,489	37,755	-	114,229	1,560,392
Add: Restricted Grants								
Provincial Grants - Ministry of Education	193,470	3,420,321	4,860	129,932	25,000	98,967		4,811,632
Other								871,600
Investment Income								4,300
	193,470	3,420,321	4,860	129,932	25,000	98,967	-	5,687,532
Less: Allocated to Revenue	193,470	3,420,321	22,287	173,421	62,755	98,967	114,229	6,060,578
Deferred Revenue, end of year	-	-	-	-	-	-	-	1,187,346
Revenues								
Provincial Grants - Ministry of Education	193,470	3,420,321	22,287	173,421	62,755	98,967	114,229	5,202,978
Other Revenue								853,300
Investment Income								4,300
	193,470	3,420,321	22,287	173,421	62,755	98,967	114,229	6,060,578
Expenses								
Salaries								
Teachers		2,774,776						2,911,911
Educational Assistants								150,499
Support Staff						26,784		26,784
Other Professionals	44,580			126,917				352,405
Substitutes	101,097				33,500			175,797
	145,677	2,774,776	-	126,917	33,500	26,784	-	3,617,396
Employee Benefits	26,511	645,545		33,940	1,360	6,988		841,081
Services and Supplies	21,282		22,287	12,564	27,895	65,195		1,293,004
	193,470	3,420,321	22,287	173,421	62,755	98,967	-	5,751,481
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	114,229	309,097
Interfund Transfers								
Tangible Capital Assets Purchased							(114,229)	(309,097)
	-	-	-	-	-	-	(114,229)	(309,097)
Net Revenue (Expense)	-	-	-	-	-	-	-	-

School District No. 06 (Rocky Mountain)

Amended Annual Budget - Capital Revenue and Expense

Year Ended June 30, 2022

	2022 Amended Annual Budget			2021 Amended Annual Budget
	Invested in Tangible Capital Assets	Local Capital	Fund Balance	
	\$	\$	\$	\$
Revenues				
Provincial Grants				
Ministry of Education	47,373		47,373	115,000
Investment Income		9,800	9,800	29,250
Amortization of Deferred Capital Revenue	1,928,035		1,928,035	1,923,721
Total Revenue	1,975,408	9,800	1,985,208	2,067,971
Expenses				
Amortization of Tangible Capital Assets				
Operations and Maintenance	2,971,053		2,971,053	3,183,603
Transportation and Housing	296,255		296,255	325,907
Debt Services				
Capital Lease Interest		10,400	10,400	14,290
Total Expense	3,267,308	10,400	3,277,708	3,523,800
Net Revenue (Expense)	(1,291,900)	(600)	(1,292,500)	(1,455,829)
Net Transfers (to) from other funds				
Tangible Capital Assets Purchased	309,097		309,097	408,967
Local Capital			-	930,061
Capital Lease Payment		451,920	451,920	312,164
Total Net Transfers	309,097	451,920	761,017	1,651,192
Other Adjustments to Fund Balances				
Tangible Capital Assets Purchased from Local Capital	814,489	(814,489)	-	
Principal Payment				
Capital Lease	441,520	(441,520)	-	
Total Other Adjustments to Fund Balances	1,256,009	(1,256,009)	-	
Budgeted Surplus (Deficit), for the year	273,206	(804,689)	(531,483)	195,363

DATE: February 8, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: **Risk Assessment – Field Trips**

ORIGINATOR: Karen Shipka, Superintendent of Schools

REFERENCE: Surrena Craig, Health and Safety Coordinator, Kelsey Doolaar, Principal



ISSUE

As a result of the evolution of COVID 19, the introduction of the Omicron variant and the increase availability of vaccine there is a need to revisit the *Risk Assessment for Field Trips* (RAFT Attachment 1) that was adopted by the Board in the fall.

BACKGROUND

In the fall the Board of Education (the Board) adopted a Risk Assessment Protocol that would be applied to overnight field trips. The RAFT utilized provincial health data to determine the level of risk to students and staff when traveling outside of their home community.

Since the arrival of the Omicron variant, many things have changed. The province no longer focuses on case counts in communities because the rapid spread of the Omicron variant and restrictive testing procedures, made it impossible to accurately report. Currently the Omicron variant is found in all areas of the province and the distribution of cases is equal making the risk no greater traveling out of your community than traveling to your neighbour's home.

CURRENT SITUATION

During the week of January 24-28, 2022 we were informed that BC School Sport (BCSS) would be hosting the Provincial Ski and Snowboard Championships at Kicking Horse Mountain Resort in Golden. Most years this would be welcomed news however, this year, the ski resort requires proof of vaccination to use all facilities and lifts at the hill. This has sparked a conversation regarding the RAFT as well as the most recent guidelines from Ministry of Education (MOE) and Interior Health (IH).

In the fall, the District decided that walking field trips to outdoor locations could continue but field trips to locations where proof of vaccine was required would not be permitted. It was recommended by the MOE and both provincial and local health authorities that school districts not choose venues where proof of vaccination was required because it would/could prevent all students from participating (Appendix 1 and Appendix 2). This continues to be our practice to date. There are some exceptions to this; when a venue is closed to the public and only being accessed by the school district, the venue can wave the proof of vaccine requirement for students. This has occurred at the pool in Kimberley and in arenas where indoor skating is accessed. Field trips are an important element of the learning process and therefore we have been working hard to



employ health and safety protocols to enable students to participate in both curricular and extra-curricular activities. Curricular field trip are trips that occur during the school day, are directly related to curriculum and involve all student in a class. Extra-curricular field trips are trips that typically happen outside the school day and often are sports teams, music programs, outdoor education programs and international education programs. These activities involve small groups of students. The majority of extra-curricular requests come from our secondary schools and involve students in grades 8-12 all of whom are students over the age of mature minor consent. Currently vaccine rates for youth are as follows:

Group	Dose 1	Dose 2
Provincial 12-17yrs.	88%	84%
Kimberley 12-17yrs.	92%	88%
Windermere 12-17yrs.	82%	75%
Golden 12-17yrs.	83%	78%
Kimberley 18+	89%	84%
Windermere 18+	96%	89%
Golden 18+	100%	94%

In response to the announcement from BCSS the Superintendent and the Health and Safety Officer, contacted the BCSS President, Jordan Abney, to share the guideline documents that district in the IH region have been following and to discuss the limitations for students to attend this event. During the meeting we shared that the Panorama Ski Resort did not require proof of vaccine and may be an option. The Superintendent also contacted IH to see if there was any way to change the restrictive language that was issued in December so that students who qualify (have proof of vaccination) could participate in extra-curricular trips/activities. IH representatives agreed that students who are vaccinated should be able to participate. They shared that a steering committee meeting was scheduled for Thursday February 3, 2022 and that we would receive an update from the MOE following that meeting.

At the time of writing, no further information from IH has been received.

In a normal year, several students from all three high schools within the district would be participating on ski and snowboard teams requiring extra-curricular field trips. This year, ski and snowboard teams have not formally offered these activities because the local ski hill in both Kimberley and Golden require proof of vaccine and under current operating protocols meant that this activity would not be available.

If the MOE and IH make no changes to the guidelines and if BCSS continues to host the championship at Kicking Horse Mountain Resort without negotiating changes to the current safety plan, the Board of Education could decide to allow students, staff and volunteers, who can produce the necessary proof of vaccine the opportunity to participate.

Students, staff and volunteers would still be required to follow the protocols outlined in the venue safety plan (wear a mask, distancing, hand sanitizing)

FINANCIAL IMPLICATIONS

None

CONCLUSION

Field trip offerings have been in a constant state of change this year as we navigate the complexity of evolving restrictions. The impact of Omicron variant and the increased access to vaccine for everyone 5 years and up



changes the level of risk that is present. A decision to abandon the RAFT currently used is timely and has the potential to increase opportunities for students.

A decision to support extra-curricular trips/activities at venues requiring proof of vaccine for students/staff/volunteers who qualify would help students to gain back some essence of normalcy and doesn't penalize students who have received vaccine.

RECOMMENDATION

It is recommended that the Board of Education support district administration to abandon the RAFT and modify the restrictions language regarding extra-curricular field trips.

POSSIBLE MOTION:



Safety Plan for Field Trips (including indoor, overnight, sports, arts, curriculum, outdoor education, RMISP activities)

*****Field trips are subject to change by the Senior Leadership Team*****

This form applies to all field trips for SD6. If a section does not apply to your field trip indicate that with N/A. No section of this form should be blank.

The organizer of the field trip is responsible for creating a safety plan outlining how the issues below will be addressed while on a field trip. This plan must align with all with the [Provincial COVID-19 Communicable Disease Guidelines for K-12 settings](#), federal, provincial, regional, and local requirements. Organizers must also review site safety plans established by the venue and other destinations the participants may attend.

For overnight field trips, the organizer must read and follow all measures in the [COVID-19 Health & Safety Guidelines: Overnight School Field Trips](#). The organizer will train and educate all chaperones in the safety measures for the overnight field trip. For overnight field trips, it is the organizer's responsibility to ensure that participants, including the chaperones, when accompanying the students follow all safety measures. Chaperones can assist in supporting and ensuring students follow all safety measures.

To review COVID-19 risk in the area you are travelling to, visit BC Centre for Disease Control to review the most up-to-date [COVID Data](#). Complete the field trip risk assessment attached at the end of this document based on the numbers of the region the team travelling to.

The principal is responsible for approving all one-day field trips. High risk field trips must also follow their usual approval process. Forward all overnight field trips request with safety plans to the District Health & Safety Officer (DHSO) for review and approval from the Senior Leadership Team. It may take up to two weeks for approval.

Consent of risk for students

Letter to parent/guardians of students, volunteers, and staff attending trip and acknowledgement of understanding of potential COVID-19 exposure.

The Letter of consent must inform parents/guardians, students, volunteers, and staff that:

The School District No. 6 (Rocky Mountain) is committed to the health and safety of our school community and to the best of our ability will try to mitigate the risk of transmission of COVID-19 during field trips. Despite our best efforts, there may still be risk of transmission of COVID-19 resulting in a participant(s) contracting the illness. Participants on the field trip are required to follow all federal, provincial, regional, and local restrictions in addition to Provincial Communicable Disease Guidelines for K-12 Settings and any site based COVID-19 safety plans.



B.C. Vaccine Card

- Confirm the venue(s) **does not** require a BC vaccine card.
- Although the BC vaccine card is not required for educational activities, the venue/activity may still require that all people 12 years old and over show proof of vaccination. If that is the case, SD6 staff and students will not be able to access that venue/activity for the purpose of field trips.
- Food choices: Confirm availability of establishments that **do not** require a BC vaccine card.
- Ensure any other activity planned on trip **does not** require a BC vaccine card (i.e. activities in evening).

Illness

Confirm process when a student/staff/volunteer may become ill, these include:

- How to separate asymptomatic students from ill student/staff/volunteer.
- How to get the student/staff/volunteers home without exposing to other students, chaperones, volunteers, or staff.
- Chaperones cannot transport ill students/staff/volunteers.
- Chaperones must be familiar with all safety measures and requirements. Chaperones may not be able to watch games depending on the host sites safety plan.
- Process of how to get staff (including driver of bus) home if they fall ill.

Masks

For all indoor field trips:

- Provincial COVID-19 communicable disease guidelines masking requirements and exemptions must be followed.

For all sports related trips:

- Student athletes must wear a mask at all times before and after training while indoors. This includes the change rooms and washrooms, and while making their way to the field/court of play.
- Masks may be removed at the discretion of the student athlete when engaged in high intensity activity.
- Masks should be easily accessible and worn when appropriate during training/competition.
- Student-athletes sitting on the bench at a competition must wear a mask.
- Masks are encouraged while participating in light warm-ups or stretching.
- Coaches/sponsors are encouraged to move high intensity sport activities outdoors wherever possible.
- Mask use for coaches while outdoors is up to their discretion, with physical distancing.
- Indoors, all coaches must wear masks.
- Mask expectations apply to practices and competition.



Travel

- District bus use is encouraged for out of school/district competitions.
 - Masking requirements must be followed as outlined in the guidelines for K-12 settings
- Carpooling (only if bussing unavailable):
For carpooling related to school activities, students, staff, and other adults must follow the mask requirements outlined
 - Spread out vehicle occupants as much as possible.
 - Travel with the same people whenever possible.
 - Open windows when the weather allows.
 - Vehicle ventilation to bring in outside air, not recycled air.
 - Clean hands before and after trips.
 - Clean frequently touched surfaces regularly.

Accommodations (If required)

- Each participant must have own bed.
- K-12 masking requirements and exemptions apply when indoors including when participants are in hotel rooms. Mask can be removed when in their beds for sleeping.



Field Trip: COVID-19 Pandemic Risk Matrix

Site/School: _____ Date Completed: _____

Field Trip Requested by: _____ Destination: _____

Person Completing Risk: _____

Date of Field Trip: _____

Instructions for use:

Administration will use the Field Trip Matrix when reviewing the Pre-Field Trip Checklist. Once risk rating is assessed, follow the recommendations for the risk level noted below.

Table 1: Risk Matrix to be completed, in consultation with requesting staff member, when staff submit Pre-Field Trip Checklist for review before approving the field trip.

Local prevalence of illness (destination of trip) must be re-assessed 48 hours before planned trip. Be prepared to cancel if risk is considered "High." Contact DHSO for assistance.

Recent Prevalence of Local Illness* (last 14 days)	Destination Exposure		
	Low 1 (Students & SD6 staff only)	Moderate 2 (SD6 Students/Staff & few others – separation is easy to maintain)	High 3 (Open to public separation is hard to maintain)
Low 1 (limited exposures)	1	2	3
Moderate 2 (some exposures)	2	4	6
High 3 (local clusters & outbreaks)	3	6	9

Public is considered people not from SD6 participant list.

Risk Rating: _____

Actions for risk rating:

- **Low** (white and yellow)
 - 1-2 - The trip should proceed as planned unless there are last minute changes in the local illness rates.
- **Moderate** (orange)
 - 3-4 – The trip could proceed but additional precautions may be necessary in the plan. Contact District Health & Safety Officer for support.
- **High** (red)
 - 6-9 – The trip should not proceed as planned.

*For information on Recent Prevalence of Local Illness please use the link below,
<http://www.bccdc.ca/health-info/diseases-conditions/covid-19/data>.



Field Trip COVID-19 Safety Plan:

Consent of Risk Completed by all Parents/guardians of students attending: YES NO

Chaperones: Please list your two chaperones who are driving in own vehicles and confirm if they will be traveling with their student to/from the tournament: (no other students allowed in personal vehicle)

Chaperone 1: _____ Student? Yes No

Chaperone 2: _____ Student? Yes No

Vaccine Passport:

Confirmed hotel does not require passport, Name of hotel: _____

Confirmed food choices in area, do not require a BC Vaccine Card: Yes No

Reviewed other activities outside of sport/activity that do not require a BC Vaccine Card. List activities including time/date and who will attend.

Illness:

Illness Protocol: List procedures of how a sick student will be cared for and process for safely having the student reunite with family: **Chaperones cannot drive sick students/staff home from a different household.**

Potential Extra hotel travel costs? _____

Paid by? _____

Illness Protocol: List procedures of how an ill staff/chaperone will be cared for and process for safely having the staff/chaperone return to home:

Potential Extra hotel travel costs? _____

Paid by: _____



Approved by Principal or Vice Principal:

Yes No

Signature: _____

Date: _____

Approved by Senior Leadership Team:

Yes No

Signature: _____

Date: _____

Additional Measures needed:

If Disallowed why?



REGULAR MEETING: INFORMATION, RECOMMENDATION

DATE: February 8, 2022
TO: Board of Trustees
FROM: Alan Rice, Secretary Treasurer
SUBJECT: Budget Utilization Summary – January 31, 2022
ORIGINATOR: Alan Rice
REFERENCE: Budget Utilization Summary - January



ISSUE

That the Board of Education receive a report on year-to-date operating expenditures compared to budget and prior year data as information.

BACKGROUND

This report is to provide the Board with information concerning fluctuations in operating expenditures on a monthly basis.

CURRENT SITUATION

Instruction: increase of approximately \$2,468,000 from prior year. Primarily attributable to increase in salaries and benefits, and homestay fees. Actual amount are consistent with budgeted with a variance of 0.48% below estimated. We have noted higher than typical replacement costs for employees which has been increased in the Amended Annual Budget.

Administration: increase of approximately \$9,500 from prior year. Primarily attributable to increases in travel and services. Actual amount are consistent with budgeted with a variance of 1.79% greater than expected. Due and fees are paid earlier in the year and are not typically straight-line expenses.

Operations and Maintenance: increase of approximately \$214,000 from prior year. Primarily attributable to supplies, utilities and services. Actual amount are consistent with budgeted with a variance of 3.22% lower than expected. Utilities fluctuate based on weather. Supplies (janitorial, field maintenance, etc.) are typically acquired in bulk orders when required.

Transportation and Housing: increase of approximately \$25,000 from prior year. Attributable to resumption of travel and bus trips and supplies. Actual amount are consistent with budgeted with a variance of 0.48% greater than expected. Maintenance on busses fluctuates throughout the year and depends on emergent issues.

CONCLUSION

Expenditures to date are in line with budgeted and greater than the prior year for the same timeframe.

RECOMMENDATION

Continue to monitor on a monthly basis.

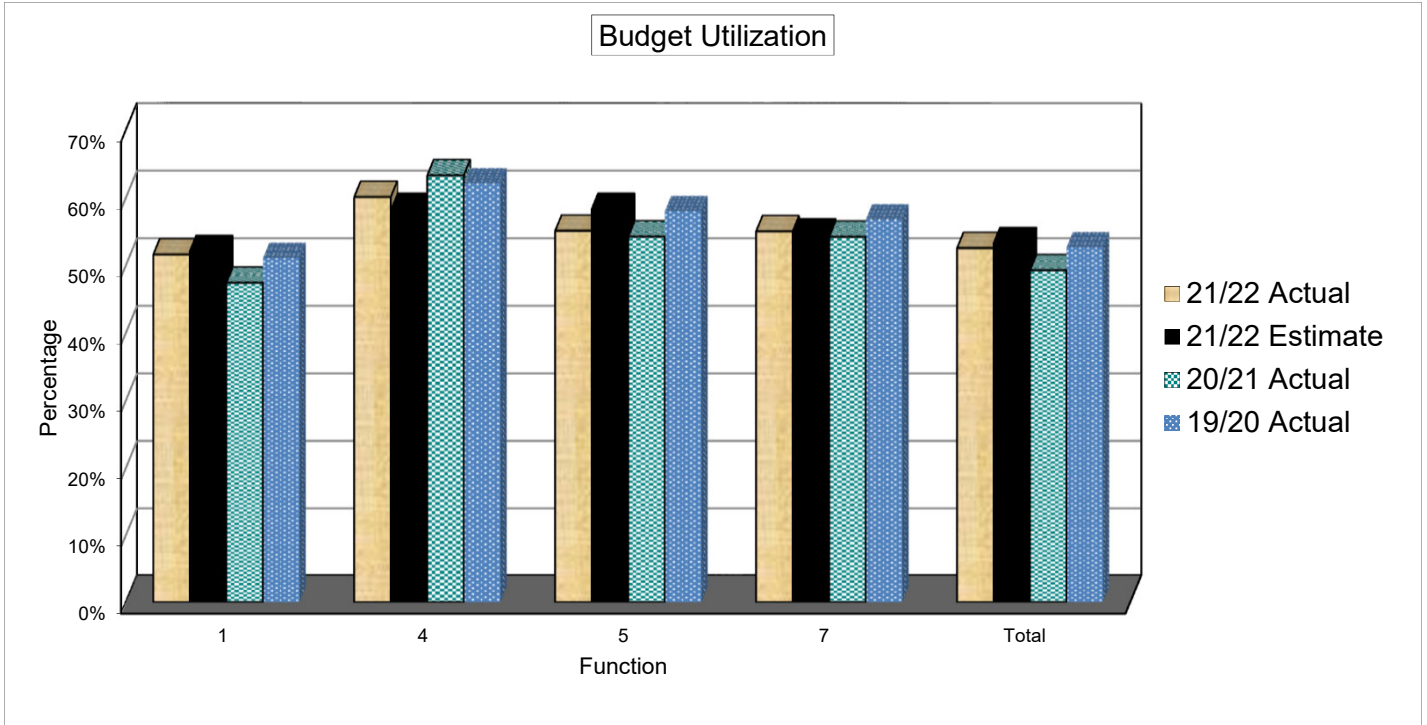
STRATEGIC ALIGNMENT

Resource allocation for student success, budget monitoring and financial stewardship.



ROCKY MOUNTAIN SCHOOL DISTRICT No. 6
BUDGET UTILIZATION SUMMARY
January 31, 2022

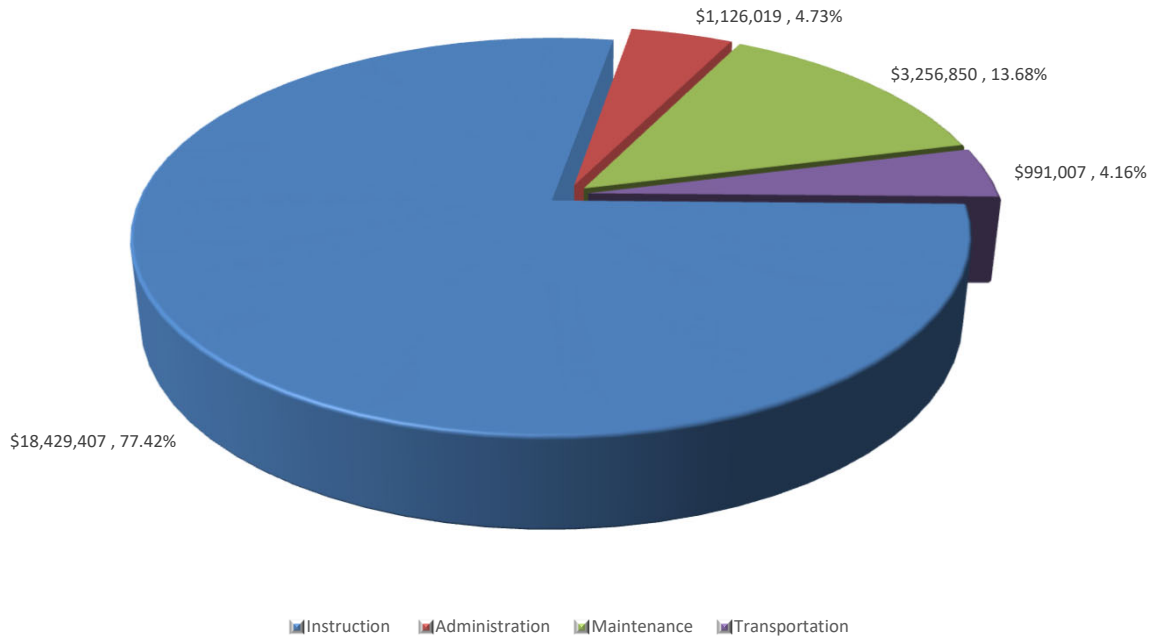
<u>FUNCTION</u>	<u>#</u>	<u>MONTHS</u>	<u>BUDGET</u>	<u>EXPENDED</u>	<u>ACTUAL</u>	<u>ESTIMATE</u>	<u>2020/21 ACTUAL</u>
Instruction	1	10	\$ 35,716,684	\$ 18,429,407	51.60%	52.08%	47.43%
Administration	4	12	\$ 1,872,894	\$ 1,126,019	60.12%	58.33%	63.33%
Maintenance	5	12	\$ 5,910,097	\$ 3,256,850	55.11%	58.33%	54.25%
Transportation	7	11	\$ 1,800,850	\$ 991,007	55.03%	54.55%	54.22%
Total			\$ 45,300,525	\$ 23,803,283	52.55%	53.25%	49.26%



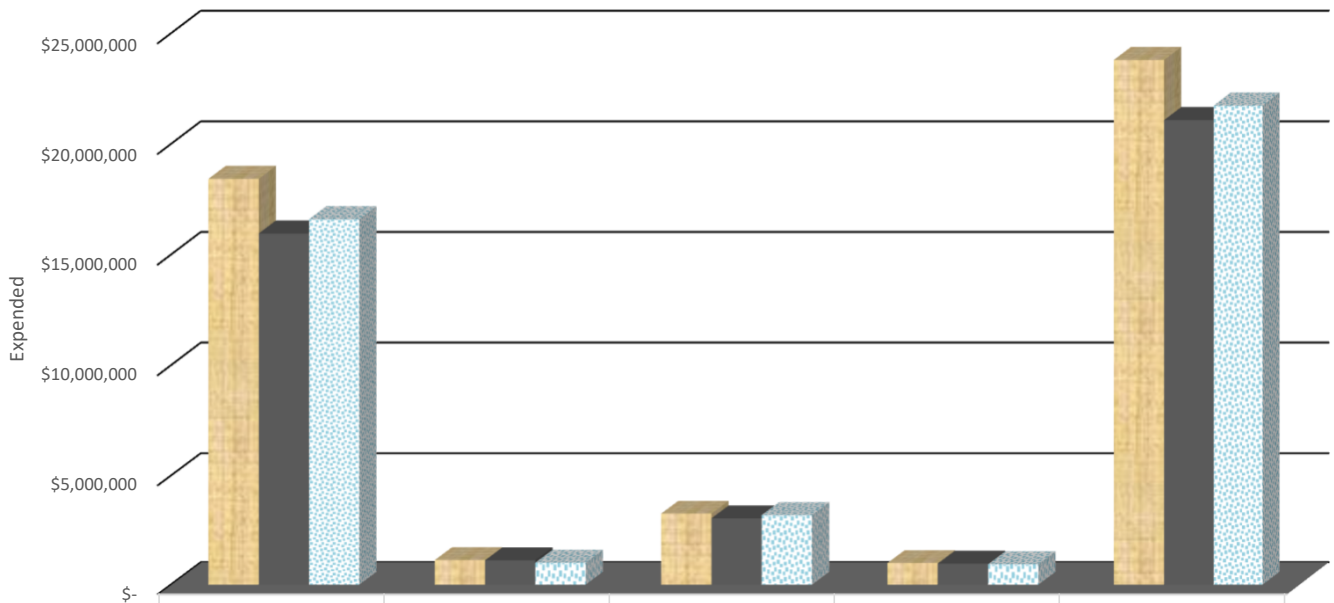
BUDGET ADJUSTMENTS:

	<u>APPROVED</u>	<u>AMENDED</u>	<u>EXISTING</u>	<u>DIFFERENCE</u>
Function 1	\$ 35,716,684	\$ -	\$ 35,716,684	\$ -
Function 4	\$ 1,872,894	\$ -	\$ 1,872,894	\$ -
Function 5	\$ 5,910,097	\$ -	\$ 5,910,097	\$ -
Function 7	\$ 1,800,850	\$ -	\$ 1,800,850	\$ -
Local Cap.	\$ 3,290,146	\$ -	\$ 3,290,146	\$ -
TOTAL	\$ 48,590,671	\$ -	\$ 48,590,671	\$ -

Expenditures by Function



3 Year Actual Expenditure Comparison



	1	4	5	7	Total
2021/22 Actual	\$18,429,407	\$1,126,019	\$3,256,850	\$991,007	\$23,803,283
2020/21 Actual	\$15,961,064	\$1,116,446	\$3,043,045	\$965,660	\$21,086,215
2019/20 Actual	\$16,606,266	\$1,007,854	\$3,190,370	\$935,301	\$21,739,791

DATE: February 8, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools

SUBJECT: District VP Update

ORIGINATOR: Steve Wyer, Assistant Superintendent

REFERENCE: [3 Year Strategic Plan](#)



ISSUE

The Board of Education will receive an update on the work of District Vice Principals during the month of December.

BACKGROUND

During the 2020-2021 school year the Senior Management Team developed an operational plan to address the most important priorities for the Board of Education as expressed in the District Strategic Plan. The plan included an additional organizational level – District Vice Principal – to support and multiply outcomes in key areas of the plan: literacy, numeracy, Equity and Inclusion for our learners with diverse abilities and for our learners who are Indigenous.

CURRENT SITUATION

Please see the details of the work of the District Vice Principals in the descriptions below. The month of January and the beginning of February included some operational challenges due to COVID 19. The need to keep schools adequately staffed with available TTOCs had an impact on the plans of the District Vice Principals. To keep TTOCs available, the district postponed all non-essential teacher release. This meant many of the DVP's plans for January and February have had to be modified or postponed.

Barb Carriere – District VP Literacy

- Proficiency Project: incorporating rich tasks and high-leverage learning in all of our planning
- Guided Reading supports
- Writing: Collecting and Assessing Evidence of Learning presentation (Jan. 12)
- Responding to Literacy adjustments to strategic plans in schools
- Let's Talk Literacy! Presentation PVP
- Preparing our Grade 5 Readers (response to the district fall data)
- 4-9 Principals Look at Performance Based Reading Assessments options



Kristin Insull – District VP Numeracy

- Senior Numeracy Team continues to meet
- Distributing materials to all teams and support school resource library development
- Trial period of the Gr. 8/9 numeracy assessment
- Working with PVP on Grade 4-7 numeracy assessment aligned to FSA and Gr 10 Numeracy assessment
- Proficiencies pilot - ongoing team meetings trialing tasks and providing feedback
- Beginning strategic planning

Jenna Jasek – District VP for Indigenous Learning and Equity

- LEA negotiations with Shuswap – DRAFT almost prepared
- Evaluating Indigenous student information systems for application in September
- Settling contract for reconciliation and awareness training for all staff from the First Nation University
- Ongoing support of the Vision role until new hire is in place
- Distributed support service survey to PVP and Indigenous Education Support Workers to gather data about what types and how much service is provided across the district.

Crystal McLeod – District VP Early Learning

- Represented SD6 at the Columbia Valley Early Years Coalition, Kimberley Early Years Coalition, and CBEEN's Regional Outdoor Play in Early Years meetings
- Implementing the collaboration project between Early Childhood Educators and Kindergarten teachers. Visits hopefully begin in February.
- Sharing our projects with SD 5 (Cranbrook)
- Support to RMDL to enhance learn at home programs for early learners and primary grades
- DRAFTs complete for the resource guides for Kimberley and Golden – to printer in February
- Provincial meetings for seamless day, ECE dual credit programs, and provincial child care planning.

Kari Mason – District VP Student Support Services

- Heart Assessment in schools
- Begin planning for PATH program in all zones – wrap around community relational approach to success for vulnerable learners
- Interagency planning with MCFD and Ktunaxa Kinbasket Family Services Society
- Website migration of forms for school use
- Working with schools to establish data points for inclusion and equity
- Continued planning for Spring transition teams to support grade 7-8 transitions in three zones.

STRATEGIC ALIGNMENT

- Establish a district level Indigenous Education Vice Principal position to support capacity building of staff and relationship building with Indigenous Partners.
- Explore early learning options for all students in all communities.
- Identify and establish district wide Numeracy assessments at all levels.
- Establish district support positions for Literacy and Numeracy.
- Provide seamless transitions for all students at each stage of their growth and development.



DATE: January 26, 2022
TO: Board of Trustees
FROM: Karen Shipka, Superintendent of Schools
SUBJECT: Indigenous Education Council
ORIGINATOR: Steve Wyer, Assistant Superintendent



ISSUE

The Board of Education will receive an update on the progress of the Indigenous Education Council.

BACKGROUND

In the spirit of Truth and Reconciliation, UNDRIP, and DRIPA, School District 6 seeks to establish a standing committee with our rightsholders and Indigenous people to provide guidance and recommendation on district policy and practices. In addition, the committee would have opportunity to participate in meaningful consultation on several aspects of district operations, such as, strategic planning, budget allocation, and transportation.

Over the last 18 months, the leadership team in SD 6 have been working with the education coordinators of the Shuswap, ʔAkisqnuq First Nations and Métis Nation BC to develop terms of reference for the council. This work has been complex and we have experienced some false starts along the implementation path.

CURRENT SITUATION

Establishing a functional Indigenous Education Council remains a priority for the leadership team and our partners. However, we have been working to reach agreement on important issues such as representation and membership.

On January 26th, members of the leadership team and the education coordinators agreed on a structure that would allow members of the Board of Education and District Leadership team to listen, learn, and engage Indigenous People in each community. Indigenous communities will host Indigenous Education Circles to which our district staff and Trustees will be invited guests. At these meetings district staff will be able to seek input, of those attending, about district strategy, operations, and student well-being. Through these circles, the District will listen, learn and gather information focused on improving education outcomes for Indigenous students.

Following these circles, representatives from Shuswap, ʔAkisqnuq and Métis Nation BC will meet with district staff of the Board of Education to discuss possible recommendations arising from the community circles. These meetings will refine the feedback and formulate the advice that will be presented back to the District for consideration.



Ultimately, the goal is to join three communities together in one circle when the time is right.

IMPLICATIONS

- The Indigenous Education Circles will be the first step toward the formation of an Indigenous Education Council by providing space for authentic conversation and relationship building between district leadership and our rightsholders within the comfort of their own community.
- .
- A functioning council ought to be a positive relational one for our Indigenous partners and a small step towards realizing the spirit of UNDRIP, DRIPA, and The Calls to Action.
- The District will continue to work on the formation of an Indigenous Education Council with representation from all partners and will take the necessary time to build trust and commitment for all involved to work together on this important work.

CONCLUSION

Despite some false starts and need for clarity of process between the school district and its Indigenous partners, the school district and Indigenous partners have agreed to take some initial steps forward, working with each group separately to build relationships and gather input with the ultimate goal of establishing an Indigenous Education Council in the future.

STRATEGIC ALIGNMENT

- Equity and Inclusion
- Success for all learners in literacy and numeracy
- Accountability - for ourselves, our students, and our communities for professionalism, transparency and quality results.



DATE: January 31, 2022

TO: Board of Trustees

FROM: Karen Shipka, Superintendent of Schools:

ORIGINATOR: Viveka Johnson



REFERENCE: [CUPE Collective Agreement](#), [Child Care Licensing Regulation](#), [Seamless Day](#), [Public Childcare Now CUPE BC](#), [Open up child-care spaces in schools to improve B.C. families' lives | Vancouver Sun](#) [A Shift to School-Based Delivery of School-Age Child Care](#)

ISSUE:

In the Ministry Mandate Letter, it is the goal of the Ministry of Education (MOE) to have primary responsibility for childcare within the Province. Currently, there is no mandate for schools to offer childcare or before and after school programs. Recently, CUPE has started an advertising campaign indicating that schools have space available and qualified employees to fill positions. This promotion is an attempt for CUPE to secure this new work within the scope of the Union's responsibility.

BACKGROUND:

In July 2020 CUPE conducted some research, [How B.C. Can Create the next 10,000 New Child Care Spaces – A Shift to the Delivery of School-Age Child Care](#). In this research, they speak to the 24 Seamless Day Pilot projects for before and after school care that the MOE funded this year. Of the 24 pilots, there are currently fewer than 10 actually operating. These pilots uncovered the significant complexities involved in offering this service to families. Pilots experienced a number of challenges with licensing, Letter Of Understanding with CUPE, and a lack of qualified Early Childhood Educator (ECE) staff. Under the Seamless Day Pilot, those staff providing before and after school programs were required to hold an ECE certificate.

CURRENT SITUATION:

At this time, ECEs are not unionized or part of any CUPE collective agreement. They have their own organization, [Early Childhood Educators of BC](#). As the MOE explores options for offering child care services, it has been shared that the qualifications to run before and after school programs do not need to hold ECE certification. In order to obtain a license to offer before and after school care, for school-aged children, the employees must meet licensing requirements including the completion of a *Responsible Adult* course, first aid, and CPR. Those districts who offer child care (3-5 yrs) or daycare (Infant toddler) must have staff with ECE/ECEIT certification.

The advertisements, sponsored by CUPE are timed to be in alignment with provincial bargaining which is scheduled to begin in March 4, 2022 and CUPE is attempting to secure ECEs under the CUPE umbrella expanding the employment opportunities for CUPE across the Education system. This would have implications not only for school districts but for private operators.



The District Vice Principal of Early Learning (DVPEL) has been attending provincial meetings (Early Learning Leads information sessions, Seamless Day information sessions) to stay apprised of the ongoing changes as this new work evolves.

Next month, a family survey will be conducted in all communities to determine the level of need for childcare services. Once that information is collected we will have a better idea of what type of supports are required to support the community. Results will be shared with the Board at the March meeting where next steps can be discussed.

FINANCIAL IMPLICATIONS:

None

CONCLUSION: The DVPEL is also engaged in ongoing communications with early years' partners across the district to determine the greatest area of need in childcare and to further understand the complexity of the childcare sector as a whole. The dialogue has focused on how the district can complement and support the programming that already exists in communities. As we survey families and communities, we will determine the level of need and whether or not we need to increase the childcare opportunities in each community to best serve the communities.

STRATEGIC ALIGNMNET:

Equity and Inclusion/Success for Each Learner



February 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8 Board of Education meeting, Virtual In camera 6:00 p.m. Regular 7:00 p.m.	9	10 BCSTA Indigenous Education Committee meeting, Virtual	11	12 BCSTA Provincial Council business meeting, Virtual
13	14 Valentine's Day	15	16	17	18	19
20	21 Family Day (AB,NB,ON,SK)	22 Policy Committee meeting Virtual 4:30 p.m.	23	24	25	26
27	28					

March 2022

◀ February		March 2022					April ▶
Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		1 Labour Relations Committee meeting Virtual 12:30 p.m.	2	3	4	5	
6	7	8 Board of Education meeting, Virtual In camera 6:00 p.m. Regular 7:00 p.m.	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			



P.O. Box 430 Invermere, B.C., Canada, V0A 1K0



250-342-9243 • Fax 250-342-6966



Alan Rice | Secretary Treasurer | alan.rice@sd6.bc.ca



Stacey Ursulescu | Executive Assistant | stacey.ursulescu@sd6.bc.ca

School District 6 Rocky Mountain is located on the traditional unceded shared territory of the Ktunaxa and Secwépemc peoples and the chosen home of the Métis.

Francois Bertrand, Executive Director
Capital Management Branch
Francois.bertrand@gov.bc.ca
(250) 415-1970

RE: RESTRICTED CAPITAL REQUEST

Dear Mr. Bertrand,

This letter is to request the use of Restricted Capital funds for the purposes of dealing with an emergent issue at Lady Grey Elementary School, a grade 4-7 school with approximately 230 students, in Golden.

On Sunday December 12th a water line that feeds the building sprinkler system failed, the failure was due to a bolt rusting and the pipe connection eventually severing. The school's crawlspace was filled with water which resulted in significant damage to the furnaces and extensive cleanup required. All of the damage as a result of the broken pipe will be covered by Schools Protection Plan. The repair of the pipe will be the responsibility of the District. To properly repair the pipe, the ground will need to be excavated, concrete casing removed, and a new pipe installed and connected to the city water supply. A temporary solution has been completed until the weather and operational requirements permit. The cost to properly repair the pipe is estimated at \$75,000 - \$125,000.

We are requesting to access the abovementioned amount from our Restricted Capital funds for the following reasons:

- There are no current major projects planned for the District and we believe this is the best use of those funds for the foreseeable future. The interest rates are low and the costs of building/construction are increasing quickly.
- Utilizing Annual Facility Funds (AFG) would defer much needed annual maintenance the District has already planned for and would result in a reduction of approximately 10% of our available AFG allotment.
- We have a few larger projects which have been earmarked within Local Capital which will occur over the next year, depending on availability of materials and contractors. These include a bus garage in Kimberley (with charging station for the electric busses) and a new ERP implementation. The remaining Local Capital has been targeted as well.



- This was an emergent issue as a result of aging infrastructure and was not budgeted for within our existing annual maintenance plan.

If there are further questions in regards to this request, please reach out to me at alan.rice@sd6.bc.ca or (250) 427-8147. Thank you for consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alan Rice', with a stylized flourish at the end.

Alan Rice | Secretary Treasurer

**CC: Trustees, The Board of Education of School District No. 06 (Rocky Mountain)
Karen Shipka, Superintendent of Schools
Al Ure, Director of Operations**